DOCUMENT RESUME

ED 323 471 CG 022 794

TITLE	ICPAC Future Planner: A Guide to Help You Plan a Satisfying Future.
INSTITUTION	Indiana Coll. Placement and Assessment Center, Bloomington.
SPONS AGENCY	Indiana State Commission for Higher Education, Indianapolis.
PUB DATE	Mar 90
NOTE	60p.
PUB TYPE	Guides - General (050)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Career Development; *Career Guidance; *Career Planning; College Choice; College Preparation; Education Work Relationship; High Schools; High School Students; *Post High School Guidance; School Guidance; Vocational Interests

ABSTRACT

This booklet is a guide to help high school students in Indiana think about their goals and make plans for their future. It suggests practical ways for students to assess their interests and talents, and provides tools and exercises to help students gather information, organize, and make decisions for their future. Chapter 1, "Learning and Work: The Future for Almost Everyone," provides an overview of the future planning process. Chapter 2, "Get a Good Foundation," provides advice for taking advantage of high school to develop personal skills. Chapter 3 provides advice on "Gathering Information for Your Future: Learning About Yourself and Learning About the World." Chapter 4, "Putting It All Together in Applications," discusses the paperwork involved in job applications, choosing references, interviewing, and writing a resume. Chapter 5, "More Education, On and Off the Job," reviews options for postsecondary learning, both academic and job-related. Chapter 6, "Look Before You Leap," discusses the process of visiting job sites and colleges. Chapter 7, "Life after High School," reviews the personal life skills needed to meet the challenges of adult life. Finally, Chapter 8 provides a set of "Resources To Plan Your Future," including useful toll free numbers; comparative charts for employers, occupational schools, and colleges; a glossary of postsecondary terms; additional bibliographic resources; and a map of Indiana's postsecondary schools. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED323471

ICPAC* FUTURE PLANNER:

A guide to help you plan a satisfying future

* Indiana College Placement and Assessment Center

2805 East Tenth Street • Bloomington, IN 47405 • Toll-free Hotline 1-800-992-2076

CG022794

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

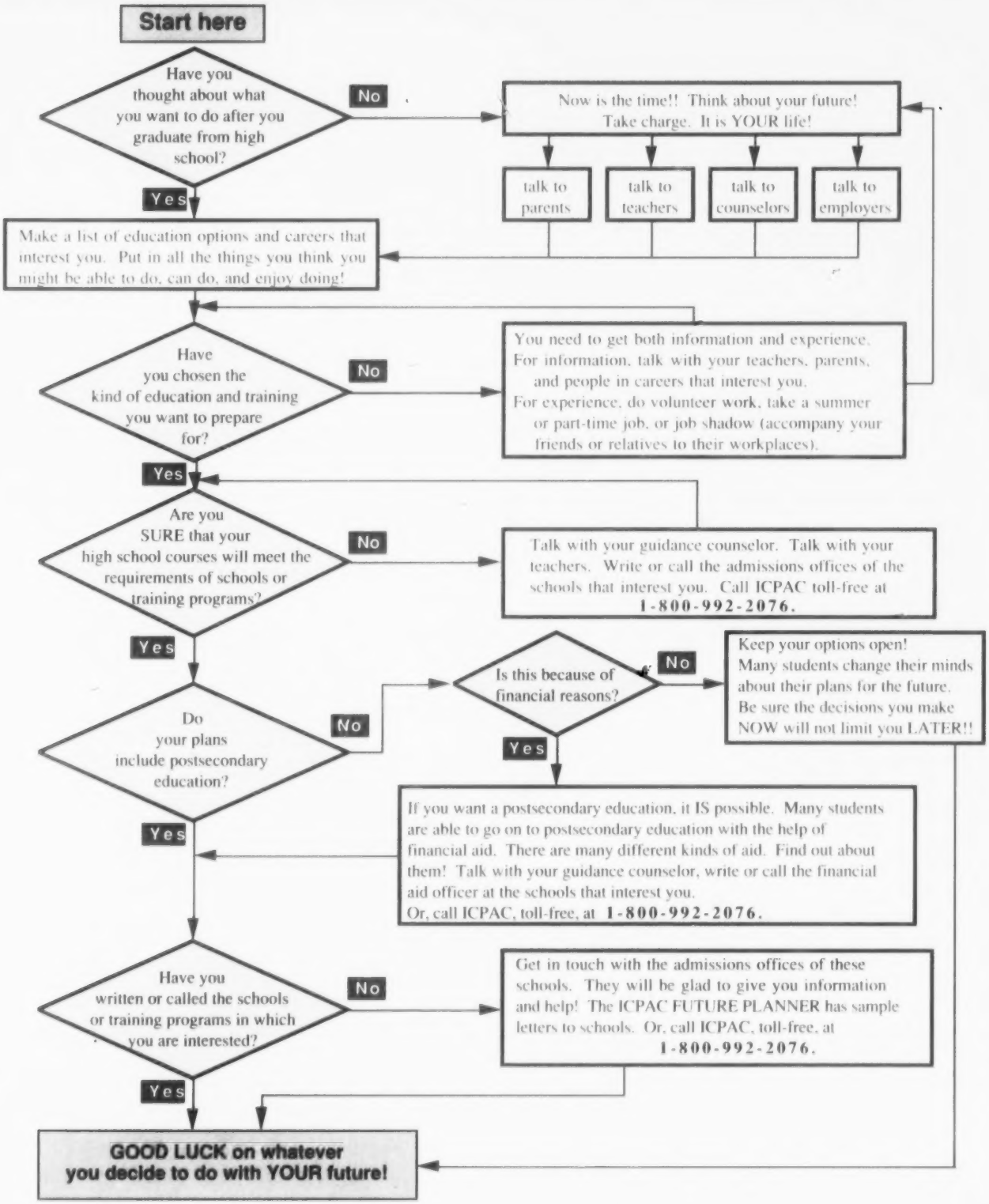
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Scott W. Gillie

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PLANNING YOUR FUTURE — — STEP BY STEP


Start here
Have you thought about what you want to do after you graduate from high school?
No
Now is the time!! Think about your future! Take charge. It is YOUR life!
talk to parents
talk to teachers
talk to counselors
talk to employers
Yes
Make a list of education options and careers that interest you. Put in all the things you think you might be able to do, can do, and enjoy doing!
Have you chosen the kind of education and training you want to prepare for?
No
You need to get both information and experience.
For information, talk with your teachers, parents, and people in careers that interest you.
For experience, do volunteer work, take a summer or part-time job, or job shadow (accompany your friends or relatives to their workplaces).
Yes
Are you SURE that your high school courses will meet the requirements of schools or training programs?
No
Talk with your guidance counselor. Talk with your teachers. Write or call the admissions offices of the schools that interest you. Call ICPAC toll-free at 1-800-992-2076.
Yes
Do your plans include postsecondary education?
No
Is this because of financial reasons?
No
Keep your options open! Many students change their minds about their plans for the future. Be sure the decisions you make NOW will not limit you LATER!!
Yes
If you want a postsecondary education, it IS possible. Many students are able to go on to postsecondary education with the help of financial aid. There are many different kinds of aid. Find out about them! Talk with your guidance counselor, write or call the financial aid officer at the schools that interest you.
Or, call ICPAC, toll-free, at 1-800-992-2076.
Yes
Have you written or called the schools or training programs in which you are interested?
No
Get in touch with the admissions offices of these schools. They will be glad to give you information and help! The ICPAC FUTURE PLANNER has sample letters to schools. Or, call ICPAC, toll-free, at 1-800-992-2076.
Yes
GOOD LUCK on whatever you decide to do with YOUR future!

ICPAC* FUTURE PLANNER:

A guide to help you plan a satisfying future

* Published by the Indiana College Placement and Assessment Center (ICPAC)

ICPAC DIRECTORY
1989-90

Faculty Leadership
Roger Farr and Leo Fay

Associate Director/ Director of Operations
Jack Schmit

Manager of Support Services
Debbie Englert

Hotline Coordinator
Hassan Chaharlang

Information Services Coordinator
Jeff Weber

Secretary
Darci Miller

Information Specialists
Patti Boyd
Randy Dodge
Jacqueline James
Jin Kang
Peter Magolda
Mary Ann Searle
Don Smith

Executive Director
Scott Gillie

Director of Communications and Promotions
Elizabeth Worden

Production Coordinator
Karla McIntire

Production Assistant
Monica Webb

Communications & Promotions Specialists
Shelly Cripe
Esther Eppele
Janette Rawlings

Student Assistants
Kim Bridgewater
Julia Duany
Alicia Fair
Anne Latchford
Linda Medina
Sherri Nasby
Nicolle Ulrey

ICPAC FUNDING

ICPAC is funded by the Indiana General Assembly through the Indiana Commission for Higher Education. The ICPAC Hotline and the Postsecondary Linkage and Assessment Network are supported by a major grant from the Indiana Secondary Market for Education Loans, Inc.

The Indiana College Placement and Assessment Center encourages the non-commercial use of these materials.

FOREWORD

This little book is our effort to help you make sense of some of the most difficult aspects of life. Your future education and career are big subjects. With your active participation and with help from those who care about you, the **ICPAC FUTURE PLANNER** may help you to plan a satisfying future.

The ICPAC publications crew headed by Elizabeth Worden, and ably assisted by Shelly Cripe, Janette Rawlings, and Esther Eppele deserve special recognition for their magnificent effort in creating this book. I think it is a special book, and I think that is because it is the handiwork of special people.

Big decisions require good information about yourself and the options that you are considering. By gathering and *processing* information, you place yourself in a position to do the best that is possible--make an informed choice. This book guides you through many experiences and exercises that will help you gather and process information.

Throughout the book, there are exercises to help you break down big decisions into smaller decision-making steps. Everyone does not have to follow the same steps in the same order. There is no one right answer to the question, 'What do I do next?' You will probably ask yourself this question throughout your life. In using the PLANNER, you will look at many different aspects of yourself and the world. Through this process, we hope that you'll create a sharper picture of who you are, where you want to go, and how to get there.

Big decisions may mean big confusion! Planning can be exciting; but it can also be difficult or even scary. Aim as high as you can. High goals help you to get further in life, *even if you do not reach your goals completely.*

We understand that building your future is serious work, but it is work that *you can do.* What if you make mistakes? Mistakes usually can be corrected; we believe that it's never too late to pursue your dream.

All through the book we urge you to talk to people who know you, who care about you, and who can help you, because *you are not alone.*

Best wishes for much success in your future from all the folks at ICPAC.

Scott Gillie
March 1990

WHAT IS THE ICPAC FUTURE PLANNER?

What is the ICPAC FUTURE PLANNER? It is a guide to help you think about your goals and make plans for your future.

Why now? It is important for you to begin planning for your future now. We live in a rapidly changing world. The average high school graduate of today is likely to change jobs or careers several times over a lifetime. You need good planning to make the most of these changes. For good planning you need information about yourself and the world.

How can the PLANNER help you plan for your future? It suggests practical ways to think about where your interests and talents lie. It helps you set goals and think about careers that will make the best use of your interests and talents. It encourages you to successfully plan for your future. The **PLANNER** provides tools to help you gather information, organize, and make decisions for your future.

We hope that the **PLANNER** will help you to plan for the future that YOU want!

TABLE OF CONTENTS

Planning your Future — — Step by Step i
ICPAC Directory and Funding iii
Foreword iv

Why Plan?
Learning and Work: The Future for Almost Everyone 1
What's In It for You? 1
Setting Goals for Your Future 1
What Path Is Best for You? 2

Get a Good Foundation 3
Get the Most From Your Senior Year 3
How Do I Prepare? 4

Gathering Information for Your Future:
Learning About Yourself and Learning About the World 5
Values, Interests, and Abilities (VIA): The Informed Way to Success 5
What's Important to You? 6
Interest Tests and Talent Inventories 7
Interest and Talent Inventory 7
Getting Information 8
Getting Experience 8
Pattern for Letter Asking for Career Information 9

Putting It All Together In Applications 10
Tackling the Paperwork 10
Choosing References 10
Interviewing 11
Writing a Resume 12

More Education, On and Off the Job 13

On-the-Job-Training 13
Money Changes Everything 13
Education Choices 14
Pattern for Letter for Information About a Postsecondary Program 15
View From the Inside—How Schools Select Students 16
College Admission Tests 17
Educational Financial Aid 18
Pattern for Letter Asking for Financial Aid Information 19
Indiana Four-Year Schools 20
Indiana Two-Year Colleges and Occupational Schools ..... 20 - 21
Map of Indiana's Postsecondary Schools 52

Look Before You Leap 22

Look Before You Leap 22
Visiting a Job Site 23
Checklist for Visiting a Job Site ..... 24 - 25
Pattern for Letter for Information from a Professional Organization 26
Visiting an Occupational School 27
Checklist for Visiting an Occupational School ..... 28 - 29
Pattern for Letter Accepting an Offer 30
Visiting a College 31
Checklist for Visiting a College ..... 32 - 33
Comparing the Costs 34
Pattern for Thank You Letter After Interview 34
Checklist—Preparing for Postsecondary Education 35

Life After High School 36

Life After High School 36
Where Will You Live? 37
Success Skills 38
Succeeding at Postsecondary Education 39
Which Way Do I Go? 40
Making Choices 40
What If You Change Your Mind at the Last Minute? 41
When is it Too Late? 41

Resources to Plan Your Future 42

How to Use the Comparative Charts that Follow 42
Toll-free Phone Numbers that You May Find Useful 42
Your Chart Comparing Impressions - Employers 43
Your Chart Comparing Impressions - Occupational Schools 44
Your Chart Comparing Impressions - Colleges 45
Glossary of Postsecondary Terms ..... 46 - 50
More Resources for Your Future 51
Map of Indiana's Postsecondary Schools 52

WHY PLAN? LEARNING AND WORK: THE FUTURE FOR ALMOST EVERYONE

WHAT'S IN IT FOR YOU?

Why should you start planning your future now? You live in an age of high technology. Many jobs that used to be done by people are now done by robots and computers. You need to prepare **now** to be a productive part of this new age!

How should you prepare? Get the most you can out of high school. You need good skills to meet the demands of our changing world. Not everyone will need a four-year college degree, but by the year 2000 more than half of this country's jobs will require education beyond high school. Education after you finish high school is called **postsecondary education**.

Have you started thinking about careers that might interest you? Do you know what is required for these jobs? Investigate! Are there classes in high school that will help you get ready? Do some serious thinking about what you would enjoy. What skills do you have? What do you really enjoy doing? What careers would make use of **your** talents and interests?

People who work at jobs that fit their interests and abilities are likely to do well and feel satisfied about their work lives. One way to look at work is to divide careers into those that work mainly with information, people, or things. Think about whether you prefer working with people, with things, or with information.

Planning for the future is a lifelong process. It is not one giant leap. It is a series of small steps. This PLANNER will help you work through those steps. You can begin with *Setting Goals for Your Future*, which follows.

Take the time to think about your future. Put your thoughts into a plan listing the steps that will lead to the education, training, and work that **you** want after you finish high school. Get help from family, teachers, and counselors. The most important work you can do right now is build your future!

SETTING GOALS FOR YOUR FUTURE

Your future is the rest of your life. Your high school graduation marks a time when you will have many new choices to make. Do some serious thinking about these choices now. When the time comes to take action, be ready to help your future be the best it can be.

You need to think about what you will do when you finish high school. This sounds very difficult. It also sounds permanent. Thinking about goals **can be** difficult. The decisions you make **are** important. However, the goals you decide on and the decisions you make **can be changed**. People today change either what they do or where they work about six times during their lives. This means that you aren't likely to make one decision about your career now that will be right for the rest of your life. Our lives are a series of decisions about what to do next. You need to be flexible about your plans for the future. You are not locked into plans you make. This does not mean that making plans is not worthwhile. It helps you get where you want to go if you have an idea of how to get there.

Before you set any goals or make any decisions, you need to do some thinking. You need to know yourself well to make decisions that will be good for you. You also need good information about the world of work. Ask questions, talk to people, and read.

What do you enjoy doing? What are you good at? What careers make use of activities, talents, and skills that you really enjoy? What careers might combine the things at which you are most talented and those which you most enjoy? There are a number of resources which will help you set goals for your future. Talk with your guidance counselor, meet with people who do work that interests you, go to libraries in your area.

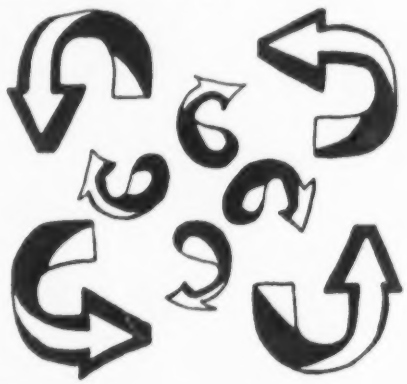
There are interest and talent inventories that might help you decide what really interests you. Your guidance counselor will know where these are available in your community. Such tests can help you organize your thinking. But, they do not tell you what to do. Only you know what's in your heart, and can make decisions for yourself.

Talk to people who work in the careers that interest you. What is involved in each career? What are the benefits? The drawbacks? What does the future look like for these careers? What preparation is needed?

What steps do you need to take to reach your goals? Should you go to a postsecondary school? Can you get part-time work to gain experience while you are in school? Should you go to work full-time immediately after high school? If you do, will your job offer you training or education?

Remember that there is a lot more to a career than the paycheck. Make sure you are really interested in a field before you spend much time and energy working in it. You will spend many hours of your life in whatever career you choose.

Need more help? See...
What Path is Best for You? page 2.
Values, Interests, and Abilities, page 5.
Interest Tests and Talent Inventories, page 7.
Getting Information, page 8.



WHAT PATH IS BEST FOR YOU?

High school graduation is rapidly approaching. Until now, you have always known what was in store for you ... high school. Now you have a whole life of new options ahead.

Sooner or later you will have some type of career or vocation. Your future will be shaped in part by the work you choose. Changes in technology also affect your future. When these changes occur, you need to think about what your next step is. Your life will change after you finish high school. Start thinking now about what your next steps will be. What kind of a future do you want? How can you prepare to work in the career or vocation of your choice?

What about your future? What are the next steps you should take? Should you go directly into a full-time job? Or will you need some type of postsecondary education and training for the careers or jobs that interest you?

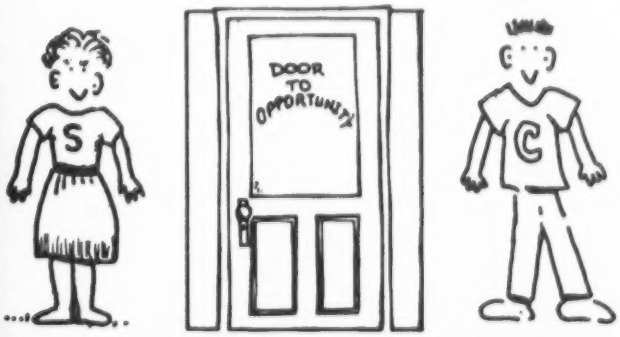
There is no one right way to make these decisions. Here are some useful ways to plan. You can use these same methods every time you reach a crossroad in your life.

Think!
- Think about your future after high school.
- What do you want to do? Do you want to go on to school or directly into a job?
- What are your interests? What do you enjoy? What talents do you have? What careers would use these?
- Is there a certain job or career that you want? Do you need special training or education or can you go to work in the profession right out of high school?
- You might try to organize your thinking by writing about all the work you've ever done. What did you like? Not like? Succeed at? Find interesting? Have difficulty with? Your experiences may show you patterns that will inform your decision making.

Talk!
- Talk to lots of different people. Get an idea of what career opportunities are out there.
- There are many people who can give you useful information.

leaders of youth groups	family
people in jobs that interest you	teachers
guidance counselors	ICPAC Hotline
people in professional organizations	friends

Get Experience!
- Find part-time work in places where you might one day want to work.
- Try volunteer work in roles that interest you.
- Do job shadowing (approved hanging out with people while they work).



Ask!
- Ask questions about jobs and careers that interest you.
- It is very important to ask questions. The more specific your questions are, the easier it will be for people to provide you with helpful information.
- Find someone who works in the job or career that interests you. Ask to spend some time with them at work. Find out as much as you can about this job.
- Ask them questions such as
  How did you get into your present job or career?
  What kind of person will be successful in this career?
  What kind of training did you need to get your job?
  What skills do you use in this job or career?
  How is this job or career changing?

Read!
- Read as much as you can about different careers. The more you read, the more you know what is out there for you to be a part of.
- Books can help you find out about careers, jobs, schools, and opportunities you may not have considered. Books can help you sort out what direction you want to take.
- You can find helpful information all over.
  - ➤ Go to your library. It is full of information on jobs and careers. Ask the librarians for help if you need it.
  - ➤ Go to your guidance counselor. Counselors can help you find out what is needed for different jobs. They also have information on different schools and their requirements.
  - ➤ Write the admissions office of any school which interests you. Ask for information about the school.
  - ➤ Read the classified section of your local newspaper.
  - ➤ Look at a newspaper from the town or city where you would like to work. This will give you an idea of the current job market. It will tell you about new careers that you didn't know existed in the community. It can help you get information about the training and talents needed for these careers.

Call ICPAC!
We can answer your questions and send you information about many schools, careers, and jobs. **The 24 hour a day toll-free Hotline number is 1-800-992-2076. We can help you immediately when you call between 9 a.m. and 9 p.m. on Monday through Thursday and between 9 a.m. and 5 p.m. on Friday. At other times, you may leave a recorded message and we will help you as soon as we are in the office.**

Learn all you can about the careers, jobs, vocations, and lifestyles that interest you. Take time to map out steps on your path to fit your needs. The planning you do now will help you in the future.

Aim High!

Need more help? See...
Getting Information, page 8.
Pattern for Letter Asking for Information about a Postsecondary Program, page 15.
Look Before You Leap, page 22.

GET THE MOST FROM YOUR SENIOR YEAR

Take advantage of the many opportunities high school offers. Your senior year can help you whether you go to a job or to postsecondary school.

Use the people who are there to help you.
Use the help your guidance counselor has to offer. Talk with your teachers. They can help answer questions about courses, careers, and planning for the future.

Take courses that challenge you, not just ones to get by. Take Math, English, Science, Foreign Language.
We live in a complex world. Technology is changing the way we live and the way we work. Today the average worker spends two hours a day **reading**. Math and problem solving skills are part of our daily lives. Even if you don't plan to go to a postsecondary school, take courses to improve your skills. Someday you may decide to go further in school. If you plan to go to postsecondary school, make sure you prepare to meet admission recommendations. By taking challenging courses, your skills will 'peak' at the right time.

Improve your academic skills.
Do you have math anxiety? Are you nervous about taking tests? Would you like to improve your reading or writing skills? Do you need better study habits? Your school may offer tutors, workshops or other types of assistance to help you improve your skills and your chances to succeed.

Take advantage of programs offered at your school.
Job and college fairs are great sources of information. Does your school offer these programs? Go to them!

Job Fairs
People from the community come to your high school to talk and answer questions about their jobs. This is a good way to learn about some of the possibilities for different jobs available to you.

College Fairs
Representatives from different postsecondary schools come to your high school to talk about their schools and answer your questions. They may bring brochures and school catalogs for you to keep.

Get involved in extra-curricular and social activities.
If you have special talents such as art, music, dance, drama or sports, use them. Improve your writing and speaking skills by working on the school newspaper or yearbook. Or, join the debate team. Develop personal skills such as leadership. Join student government. Find out about the opportunities your high school offers and get involved.

Begin early to earn college credit.
Are you going on to a postsecondary school? You might be able to earn college credit now. Many postsecondary schools give college credit for certain high school courses. There are different ways that they count the credit, but such credit can save a lot of time and money in college. Some schools require certain test scores, others a special exam. Write or call the schools that interest you to see if they offer the opportunity to start earning college credit early.

Coursework and grades are not all you will get out of your senior year. Employers and admissions officers are looking for people who will be successful in a new environment. Many are interested in your willingness to work hard and challenge yourself. Get involved in activities and develop your special talents and skills. Do your best. Make the most of your senior year.

HOW DO I PREPARE?

TRAVEL AGENT • PHYSICAL THERAPIST • WELDER • FLORIST • VETERINARIAN
LIBRARIAN • DIESEL MECHANIC • FIREFIGHTER • COMPUTER PROGRAMMER
EMERGENCY MEDICAL TECHNICIAN • ADMINISTRATIVE ASSISTANT

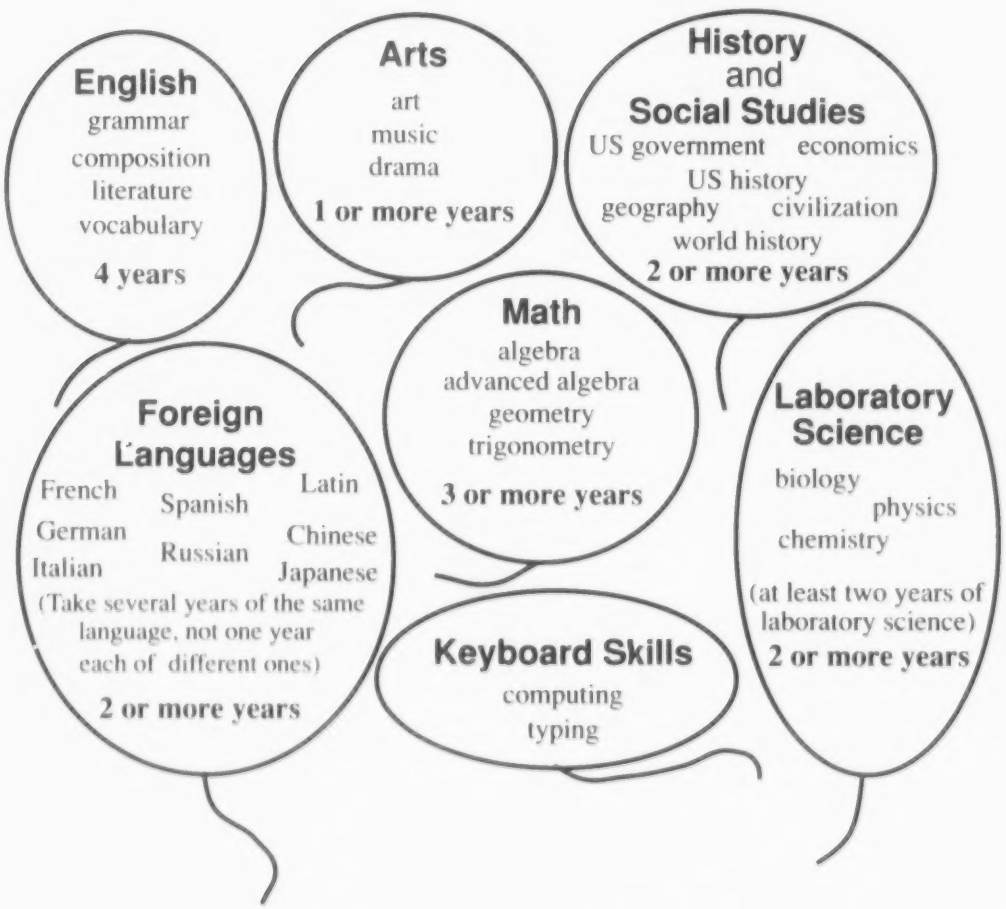
How do you get into the career or vocation which interests you? Your future is not just something which happens to you. YOU make it happen — step by step. Each decision you make brings you closer to the future you want. Through the classes you choose, you may move toward a better future. Today, a better future includes good academic skills: reading, writing, mathematics, problem-solving, etc.

Are you keeping your options open? You may think that you don't want to go on in school after you leave high school.

It may not be possible to get all the recommended classes. But, the more you can get, the better prepared you will be. Talk with your guidance counselor to see how you can improve the first step into your future by taking the high school courses you need.

Are you taking just the basic courses required for high school graduation? This may close doors for you. Most jobs in the future will require education past high school. You may decide later that you do want to go on to an occupational school or to college. You may want to work toward a degree part-time while you work at a job. You may want to advance in your career, or change directions in your chosen field of work. If you prepare now you can keep your options open for the future. One way to prepare is to take challenging classes in high school. Remember, classes are free while you are in high school. The same classes will cost money in the future.

EXAMPLES OF HIGH SCHOOL COURSES RECOMMENDED BY MOST 4-YEAR COLLEGES IN INDIANA



GATHERING INFORMATION FOR YOUR FUTURE: LEARNING ABOUT YOURSELF AND LEARNING ABOUT THE WORLD

VALUES, INTERESTS, AND ABILITIES (VIA): THE INFORMED WAY TO SUCCESS

What are your special values, interests and abilities? You will do best at a job if you work at a job that uses your special qualities and talents. We suggest that you use a method called '**VIA**,' which looks at your **values**, **interests**, and **abilities**. The word **via** means the way, or the road. Take the best road you can to your future.

What will you value in a job? Will you be happy working at a beginning level job most of your life? Or do you want to climb the career ladder and increase your responsibilities and opportunities throughout your working life? The kind of job you look for depends on what you want from a job. List what you are looking for. Here are some things you might value.

benefits	excitement	income
leadership	advancement	training
security	flexibility	power
creativity	independence	variety
challenge	happiness	learning

What are your interests? List them. It's great to earn your living doing something you really enjoy. Some interests are used in many careers. Almost any interest ties in with at least one career. Can you imagine jobs that have to do with these interests?

skiing	art	cooking
politics	reading	music
teaching	writing	travel
mathematics	stamp collecting	gardening

Take a good look at your abilities. List them. You probably have many more skills than you realize. Skills include a wide range of abilities, not just being able to work on a computer, repair cars, or play the piano. You might have some of the following skills.

manage time	evaluate information	write clearly
be reliable	communicate well	be accurate
be efficient	understand quickly	be organized
be enthusiastic	motivate people	be flexible

How do you use your lists of values, interests, and abilities? Use these lists when you consider a job or career. Decide if a particular job or career matches your list. Your lists can help you decide between two or more jobs. You might want to make a chart to help you compare several different jobs or careers. Compare them on questions about things you value. An exercise which might help you think about what you want from a career is on the next page. If there are specific employers you are considering, the chart on page 43 can help you organize your impressions. It might help to ask yourself the following questions.

- Would this job let me move up the career ladder?
- Would I be able to use my talents in this job?
- What benefits are offered by the employer?
- If this were my job, would I enjoy going to work?
- What responsibilities does this job have? What responsibilities do I want?

It is worth putting time into thinking about a job. You are more likely to find a job that closely matches your values, interests, and abilities if you plan ahead.

Do you get along with people? Good job skills are not enough. Learn to work as part of a team, and support the people you work with. Enthusiasm and cheerfulness are important in the workplace. Employers value workers who will do whatever needs to be done. Can you work out disagreements with others? This is a 'getting along' skill that will help you succeed. These skills may be hard to learn, but you will be more successful and happier at your work if you get along well with your workmates.

How do people get jobs? How do you find a job that suits you? This is not an easy question. Jobs are very different, just as people are very different. Getting a job is really a matter of convincing an employer that you are a worthwhile investment. Be a good salesperson for your skills. Prepare yourself as much as possible. Make it clear that you will be a benefit to an employer.

Sometimes you find a job that suits you by chance. Some jobs require specific training. If you want to be a nurse or a surveyor, then you definitely need special training. There are other jobs, however, that do not require special training. If an employer feels that you have the potential to learn a job and do it well, the organization may take a chance on you. Is there a career that really interests you? Don't rely on getting a job in that career by chance.

Once you have a job, how do you succeed in it? How do you make that job work for you? Take every chance to get extra training and education. This may be in-service training taught by your company. It may be workshops to improve skills. You may want to take classes part-time at a postsecondary school. If the classes relate to your job, your employer may pay part or all of your school expenses.

Try to improve yourself for the sake of your job. This will show your employer that you are willing and able to do more. It may also qualify you for advancement.

The world is always changing. Chances are that your job will change. With a promotion or a job change, you will need to learn new skills. Learning goes on all through your life. Be prepared for the changes your future holds for you.

For more help, see...
Get the Most from Your Senior Year, page 3.
What's Important to You?, page 6.
Interest Tests and Talent Inventories, page 7.
Interest and Talent Inventory, page 7.
Interviewing, page 11.
Comparing Impressions - Employers, page 43.

WHAT'S IMPORTANT TO YOU?

There are many things to consider when you look at your career options. This list may help you decide which things are most important to you.

How important to you are the following factors?

3 = Very Important

2 = Moderately Important

1 = Not Important

____ **Earnings** - how much the career pays

____ **Service** - how much the career lets you 'do good'

____ **Interest** - how interested you are in the career

____ **Growth** - how much the career will let you grow as a person

____ **Prestige** - how much people will respect you in this career

____ **Geography** - how easy it will be for you to live where you want in this career

____ **Independence** - how much this career would let you 'be your own boss'

____ **Security** - how much this career promises long-term, stable employment

____ **Success** - how well you will do in this career

Which factors are most important to you?

Why are these factors so important to you?

What different careers or jobs interest you? List three or more.

What interests you about each of these careers?

How does each career you listed match your needs and interests?

Which of these careers rank high on the factors you feel are important?

INTEREST TESTS AND TALENT INVENTORIES

What are your interests and talents? Chances are, you don't really think of them as talents. We all know someone who plays a musical instrument or is good at sports. These are obvious talents. Most of us have talents we don't think about. Are you good at working with people? That's a talent. Working with information and working with things are also talents. Are you patient? Are you well organized? These are also talents. Are you a good reader? Do you like math? Can you fix things?

One way to start thinking about your interests and abilities is to take an interest test or a talent inventory. These are not really 'tests.' They are pencil and paper exercises to help you think about what you are good at and what you might be interested in doing. Such exercises can point out values, interests and abilities that you have and may overlook.

The results of the exercise are interpreted by a qualified person, such as your guidance counselor. From your answers, certain patterns of abilities and interests begin to show. These may match the skills used in certain jobs or careers. These can be things like creativity, problem solving ability, social skills, leadership, or communication skills.

What do the scores tell you? The scores do **not** tell you what job or career you should enter. They simply organize your answers into values, interests, and abilities. Then they suggest careers or jobs in which these interests, values, and abilities are often found.

What do you do with the results? The results give you another tool to use in planning your future. Use the results to investigate different careers. Don't just look at the job title. Look at the skills and talents the job uses and see how well they match your own.

If you would like to try one of these exercises, there is a sample *Interest and Talent Inventory* on this page. Ask your guidance counselor where more complete interest tests and talent inventories are available in your community.

INTEREST AND TALENT INVENTORY

An interest and talent inventory is a tool to help you think about what you are good at and what you like. Use it to help you plan a future that uses your skills. **Take your time. Think about the questions as you answer them.**

1. What are your favorite subjects in school? These are not necessarily the subjects where you earn the highest grades. List them, and next to each subject list the talents or skills used in that course.

	Subject	**Talents or Skills Used**
Example:	*Math*	*Problem-Solving*

2. List three achievements which have made you very proud of yourself. Which of your talents or skills helped you in these achievements?

	Achievement	**Talents or Skills Used**
Example:	*Helped with school food drive*	*Organization*

3. What other hobbies or interests do you have? These can be in or out of school. What talents or skills do you use in them?

	Hobby/Interest	**Talents or Skills Used**
Example:	*Playing the piano*	*Self-discipline*

4. Many people do not recognize their own strengths and weaknesses. Ask a friend or teacher to list three things you do very well. These do not have to be activities like playing a sport or a musical instrument -- they could be qualities such as listening well or analyzing a situation to see what the problem is. Write their answers below. Then compare them to the things you have written down in questions 1, 2, and 3.

5. What do you think you will be doing in 5 years? _____

6. What about in ten years? _____

7. What kind of training will you need to reach these goals? _____

8. What talents or skills do you need? List them. _____

Your answers to these questions can help you think about your goals for the future. What kind of education does this future require? Will you go straight into full-time work, to postsecondary school, or to some combination of work and school?

GETTING INFORMATION

Why should I get information? Gathering information helps you find out about opportunities. Many people miss out on job opportunities, financial aid, scholarships, or special programs that they don't know exist. Don't let this happen to you.

How do I get this information? There are many ways to get information that will help you reach your goals.

Start with resources in your own high school. **Talk** to your counselors. They can help you find information about careers, schools, training, financial aid, and much more. Talk to your teachers. They are familiar with your abilities and can give useful advice. **Visit** your school library and become familiar with its resources. There are many books with information on careers, schools, and other subjects to help you plan for your future. **Write** to the employers and schools that interest you. Ask for catalogs, brochures, and other literature that will help you learn more.

There are many local resources available to you—PEOPLE — in your neighborhood, in local businesses, or at your parents' places of employment. Are you interested in a certain career or job? Someone in your community may have this job or career and may be willing to help you learn more about it. Try an **informational interview** or **job shadowing** during a school break or during the summer.

For an **informational interview**, set up an appointment to talk with someone who does work that interests you. Prepare questions, and interview the person to get information on the job or career. A list of questions you can use is on pages 24 and 25, *Checklist for Visiting a Job Site*.

Job shadowing is spending a few hours or a day on the job with a person who works in a job which interests you. This lets you see what the job involves and discuss the job with someone who really knows it.

Many communities offer **mentors** for their high school students. A mentor is someone in the community who can guide you. A mentor can give you advice and help you plan your future. Check with your guidance counselor to see if your community has a mentor program. If not, you may be able to help get one started.

All these ways of getting information are helpful whether you are planning to go to work or on to postsecondary school. Each can help you learn more about your options for the future.

Start getting information NOW. Know what is available. You will improve your chances of reaching your goals!

In this **PLANNER**, there are a number of sample letters that ask for information. You can use these as a help in writing your own. See....
Pattern for Letter Asking for Career Information, page 9.
Pattern for Letter Asking for Information About a Postsecondary Program, page 15.
Pattern for Letter Asking for Financial Aid Information, page 19.
Pattern for Letter Asking for Information from a Professional Organization, page 26.

GETTING EXPERIENCE

How can you get experience? Many jobs are only available to experienced workers. How in the world can you get experience if no one will hire you?

Beginning workers have had to deal with this problem for a long time. Here are some ways you can improve upon your experience:

- Become a volunteer. There are many community agencies that could benefit from your assistance. You gain knowledge about jobs, work experience, and people who can serve as references and tell about your work. Also, many volunteer jobs lead to paid employment.

- Become an intern. While you are in school, you may be able to get work experience through a cooperative education program or other school-related work activity. These experiences are sometimes called internships. Often an internship is in a job that relates to your schoolwork.

- Get a part-time job. Often, people get their first work experience through working part-time while in school. It is important that you don't work so many hours that work interferes with your schooling. Many students have found satisfaction and spending money through part-time jobs. A part-time job gives you a work history. It can show that you are reliable, courteous, hard-working, easy to get along with, energetic, enthusiastic, and thorough. Right?

PATTERN FOR LETTER ASKING FOR CAREER INFORMATION

TODAY'S DATE

YOUR NAME
YOUR ADDRESS
CITY, STATE ZIP

PERSON'S NAME
ORGANIZATION
ORGANIZATION'S ADDRESS
CITY, STATE ZIP

Dear **PERSON'S NAME,**

I am a student at **YOUR HIGH SCHOOL** and plan to graduate in **MONTH AND YEAR**.

Right now I am thinking about what I want to do after high school. I enjoy **YOUR AREA OF INTEREST** and am thinking of a career in **CAREER OR JOB THAT INTERESTS YOU**.

I want to find out more about this career. Could I please talk with you to find out what the job is like and what kind of training I would need after high school?

I will call your office next to week to see if you could take some time out of your schedule to meet with me.

Thank you very much for your help.

Sincerely,

YOUR NAME

YOUR LETTER MIGHT SAY THIS:

June 6, 1990

Pat Junior
2001 High Street
Plainsview, Indiana 49001

Ms. Sandy Johnson
Thomasville Medical Clinic
1002 Main Street
Thomasville, Indiana 49009

Dear Ms. Johnson,

I am a student at Plainsview High School and plan to graduate in June 1991.

Right now I am thinking about what I want to do after high school. I enjoy working with people, and am thinking about a career in physical therapy.

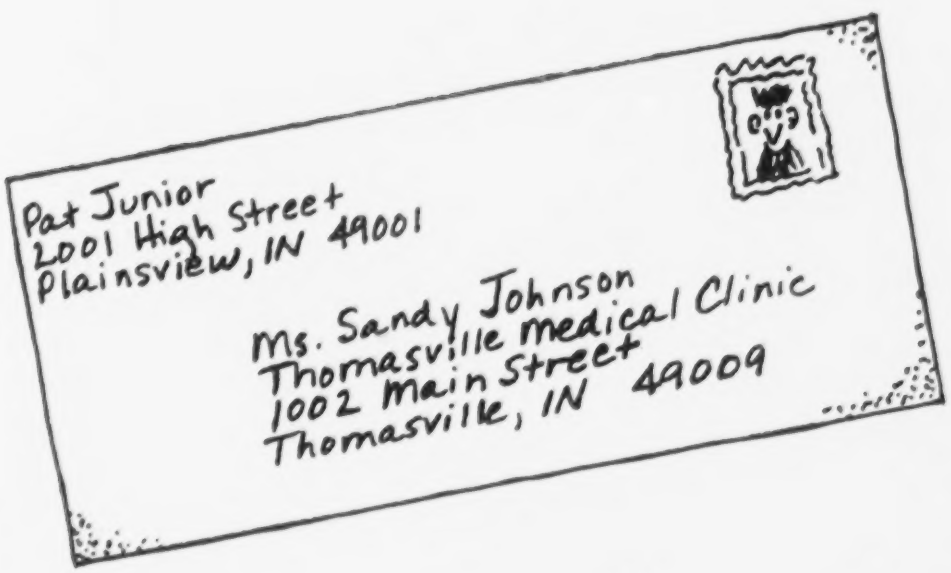
I want to find out more about this career by talking with someone who has this job. I would like the chance to talk with you to find out what your job is like and what kind of training I would need after high school to do this work.

I will call your office next to week to see if you could take some time out of your schedule to talk with me.

Thank you very much for your help. I look forward to speaking with you next week.

Sincerely,

Pat Junior



PUTTING IT ALL TOGETHER IN APPLICATIONS

TACKLING THE PAPERWORK

Applying for a job, applying to a postsecondary school, applying for financial aid, applying for scholarships. Application after application. Sometimes the paperwork seems overwhelming!

Where do I start? The application process can be confusing and difficult. Completing several applications at the same time is even more so. There are so many steps you have to finish. Often forms must be mailed by a certain date. Each application asks for specific information and has a unique process and timetable to follow. **Help yourself by organizing well.** Get file folders and label them by school, organization, or employer and **deadline date**.

Remember -- an application is a way to sell your skills to the program or school that interests you. Be positive. Include as many of your achievements and activities as possible. Don't be shy. Your activities in music groups, 4-H, religious groups, sports, and civic groups all help you look good on an application.

Everybody makes mistakes. Photocopy each application form before you fill it out. Fill in the photocopy before you complete the application form itself. Make your mistakes on the copy and have a neat application to return. Take the trouble to make a good impression. Complete applications correctly and neatly. Schools make mistakes, too. Make a photocopy of each completed form before you mail it.

Make a file of all your 'vital information.' You will need this information for a number of applications. After you have this information together, tackle the application process with confidence!

INFORMATION FOR YOUR FILE

- ☐ Your Full Name
- ☐ Your Address
- ☐ Your Social Security Number (have your **actual social security card**)
- ☐ Your Birthdate (have a copy of your **birth certificate**)
- ☐ Names, Addresses, and Dates of Attendance at elementary, junior high or middle school, and high school
- ☐ High School Transcript (for information such as class rank and GPA). Make sure you know how to have your high school send official copies.
- ☐ Copy of college admission test (SAT or ACT) results
- ☐ List of extra-curricular, religious, and community activities including dates of involvement and people to contact
- ☐ Employment Experience (start with most recent). Include dates of the beginning and end of employment, names, addresses, and phone numbers of employers and supervisors, and major responsibilities. Long-term babysitting jobs can be used.
- ☐ W-2s and tax forms for yourself and/or your parents
- ☐ Medical Records (include a copy of the most recent **medical form** filed with your school)
- ☐ List of possible references. Get **personal** references (people who know about your character), and **professional** references (people who know about your work).

CHOOSING REFERENCES

References are very important in any application. Organizations use them to know you better. References give your paperwork personality. References tell about your talents, strengths and weaknesses. An organization will usually ask for several references.

Gather a list of references before filling out applications. Choose people who can say something about your talents, skills, personality traits, reliability, ability to learn new things, etc. They can be teachers, coaches, principals, guidance counselors, employers, ministers, or adults who have known you for a long time. Do not use family members unless they have employed you in a family business. Always ask people if they are willing to serve as a reference for you **before** you use their names.

References are important in all application processes — for jobs, for college entrance, and for scholarship applications. However, you will want to use different references for different purposes. Different people know different kinds of information about you. A former employer may be an excellent reference to use for a job application. For a scholarship, a teacher may be an excellent reference.

An organization may want a written or telephone reference. Discuss your application with the people you ask to give references. Let these people know what you are applying for so they can give information appropriate to your application. Always ask for a copy of letters of recommendation.

INTERVIEWING

There are many ways to tell a possible employer, admissions officer, or interviewer about yourself.

- Your **application** tells about your training and accomplishments.
- Your **references** tell about your character.
- Your **interview** lets them meet you face to face. It also lets you learn about the company or school that is interviewing you. Interviews tell a lot about you. How do you respond to questions? Do you say the first thing that comes to mind? Or, do you consider your answers carefully? Do you listen to others? How do you get along with people you have just met?

Think of the interview as a chance to sell your skills — to let them choose **you** for the job, the program, the award. Think of it also as a way to find out a lot of information about the organization interviewing you.

Make an appointment. Contact the personnel office or admissions office to set up a time for the interview. Ask how long the interview will last so you know what to expect.
Prepare for the interview. Think about your skills, abilities, strengths and weaknesses.
Find out about the school, the organization, or the potential employer. **Ask for information** ahead of time, and read it. **Read it** again before the interview.
Rehearse the interview in your mind. **Read** the following questions and think about answers. **Practice** an interview with a friend.

TIPS FOR A SUCCESSFUL INTERVIEW

- **Practice** for the interview.
- **Make a good impression**. Dress neatly. Arrive on time. Greet the interviewer with a firm handshake and a pleasant smile. Speak clearly. Look at people when you talk with them. This shows interest.
- **Always be positive**. Show enthusiasm and interest. Ask questions. State your answers in positive terms. Don't criticize your teachers or your last boss. Stress your accomplishments. Don't apologize for lack of experience or education. Listen carefully and make sure you understand questions before you answer them. Be honest.
- **Give reasons** to hire you for the job, accept you for the program, or award you the scholarship. Good reasons include "I'm interested in this field." "I have skills that would allow me to do a good job." "The position fits my experience, training, and abilities."

Questions interviewers may ask.

These are typical questions which may be asked during an interview. Think about the questions and decide how you would answer them.

Tell me about yourself.
What are your skills?
What training and experience have you had?
How does this job fit into your plans for the future?
How would a teacher or your last employer describe you?
What are your strong points? What are your weaknesses?
What major problems have you encountered at school or at a job? What did you do about them?
What have you learned from your jobs?
Why did you choose this field (or college major or career)? Or- Why do you want this scholarship?
What do you consider your major accomplishments?
What are your career goals?
Where do you see yourself in 5 years? In 10 years?
What job (or classes) did you like the best? The least? Why?
Tell me what you know about this organization (or school, or scholarship program).
What can you contribute to this program (or company)?
Why should I hire you? Or - admit you to this program? Or - give you this scholarship?
If you were an animal, what kind of animal would you be?

There are no right or wrong answers to these kinds of questions. Employers or admission officers are trying to find out about you — how you see yourself, how you think through problems, how well you think on your feet, how much you have learned from your experience. There are no right or wrong answers, but some answers make you shine more than others.

Nervous? Most interviewers understand that many applicants are nervous. One way to be less anxious is to use a strategy called 'active listening.' Silently repeat every word the interviewer says. This may help you relax and feel comfortable.

This is the time for you to ask questions too. Before you make a commitment to work for a certain employer, go to a certain school, or accept a scholarship, you want to make sure you know what you are agreeing to. Prepare a list of questions ahead of time to ask the interviewer. For suggestions, see *Checklist for Visiting A Job Site* (pages 24-25), *Checklist for Visiting an Occupational School* (pages 28-29), or *Checklist for Visiting a College* (pages 32-33).

Follow up on the interview. The interview is not over when you walk out the door. Send a short note to interviewers thanking them for their time and telling them again that you are interested in the job, program, or scholarship. There is a sample letter for this on page 34.

What do you do if you are not chosen? Remember the positive attitude which helped you through the interview? It will help you after the interview too. Not being selected for the job, program, or award does not mean **you** are being rejected. It means that they felt someone else was more qualified to meet **their** needs. Be persistent. Be realistic. Be positive.

WRITING A RESUME

What is a resume? 'Resume' is simply a fancy word for summary. It's a one or two page summary of your education, employment, and experiences. When you fill out an application for a job, you are telling future employers what they want to know. A resume is a way for you to tell them what you want them to know.

What kind of information should you put on your resume?

- **Positive** information about yourself;
- Information that is **relevant** to the type of work that you seek;
- Information that is 100% **truthful**.

HERE'S HOW TO BUILD YOUR FIRST RESUME:

Identify yourself — Give your complete name, address, and telephone number.

Career Objective — You may want to say what kind of job you want. Employers prefer to hire people who have an interest in the work.

Education — Be sure to include any degrees, awards or special honors, and special training or coursework.

Work Experience — Describe work that you have done. Include both unpaid and paid work experience. You may wish to name the employers for whom you have worked. If you have worked for a long time, you may want to include dates of employment.

Extra-curricular Activities — A future employer may be interested in your talents outside of school and work. List activities such as social clubs, sports events, community involvement, and church groups.

Skills — Include all the skills you have that an employer might want, for example, working well in a group, word processing, or handling money.

References — You don't have to list your references on the resume, but most employers will ask for them. Usually employers prefer references who know about your work.

Tracy Lee Student
123 Shade Tree Lane
Northtown, Indiana 47000
317-812-1000

CAREER OBJECTIVE
To be a legal assistant in a busy office that provides opportunities for growth.

EDUCATION
Northtown High School
10th Grade Honor Roll
Will graduate June 1990.

WORK EXPERIENCE
During the summers I help with the dry cleaning business my family owns.

During my sophomore and junior years I have been a volunteer. I help elderly people in a nursing home.

EXTRA-CURRICULAR ACTIVITIES
Clarinet, School Band
Church Choir
Treasurer, Computer Club
Northtown Conservation Club

SKILLS
Experience handling money and using a cash register
Work well with people
Good computer skills

REFERENCES
Available upon request.

MORE EDUCATION, ON AND OFF THE JOB

ON-THE-JOB-TRAINING

Are you going to get a job as soon as you graduate from high school? The future is uncertain. You cannot count on your job staying the same. As technology affects different jobs, people in these jobs often need more training. When you look for a job, you may want to look at employers who offer training and education to employees. Companies train their workers in many ways.

Some employers offer **on-the-job-training**. On-the-job-training helps workers learn the tasks of their jobs as they work.

Employers may also provide special training to prepare workers for different jobs or for promotion within the company. This training may be provided at the company, or at a training site or school.

Another way employers train their workers is to offer courses at the company. These courses may lead to an Associate or Bachelor's degree. These degrees are almost always in a particular subject in which the company feels it needs more workers.

Companies often will pay tuition costs of employees who go to school at night or on the weekend. Sometimes the program must be one in which the company feels it needs more trained employees. Sometimes a company will pay tuition for the program the employee chooses.

Some companies participate in special government-subsidized programs that provide on-the-job-training to members of certain groups: veterans, disabled, public relief recipients, and disadvantaged workers. These programs help employers hire and train people who might not get hired otherwise.

Keep your options open for the future. Take **every** opportunity your employer offers to improve your skills. Give yourself the chance to learn and grow and prosper.

MONEY CHANGES EVERYTHING

Do you need money? Do you feel you can't afford to continue your education? Is that why you are going to take a job after high school? You may want to go to school full-time, but that is not the **only** way to get more education. You can work and go to school part-time, in the evening, or on the weekends.

You also may be able to get financial aid. You do not have to be a full-time student to get financial aid. Some funds are available to help part-time students. Financial aid is available for many kinds of postsecondary education — not just college. You may be eligible for enough financial aid to make full-time schooling possible. There are many different ways to get a post-secondary education. Find out what will work for you.

What is Financial Aid? Financial aid programs help pay the expenses of a postsecondary education. This means direct educational expenses such as tuition and fees. It can also include living expenses such as room and board, transportation, books, supplies, and entertainment. If you want to continue your education but think you cannot afford it, apply for financial aid.

Many students don't know that they might be eligible for financial aid and miss out on it. Find out all you can about possible sources of aid. Talk with your guidance counselor and the financial aid office at the schools that interest you. Even if you think you may not be eligible, apply for it. There may be financial aid which can help **YOU**!

What kind of Financial Aid is available?
There are three kinds of financial aid.

- **Gift Aid** does not have to be paid back. Grants and scholarships are gift aid.
- **Self-help** is aid that you earn. Work-study programs and part-time jobs are self-help.
- **Loans** are paid back with interest after you leave school. This is money that you borrow for your education.

Most schools expect students to help pay the cost of their education. If you have not done so already, you should consider opening a savings account at your local bank. Try to save a large part of the money you earn **before** you begin your postsecondary education.

Learn about the cost of a postsecondary education. Then learn about financial aid options. Every postsecondary school is a little different and the financial aid opportunities at each are unique. Contact the financial aid office at each school that interests you. Find out what steps you need to take to get the financial aid that is available to YOU.

Need more help? See...
Tackling the Paperwork, page 10.
Educational Financial Aid, page 18.
Call ICPAC, toll-free, at **1-800-992-2076**. Ask for your free copy of "Financial Aid Facts (89-12)."

EDUCATION CHOICES

Have you decided that you want more education after you graduate from high school? What kind of education? Where will you go? There are so many choices: Vocational/Technical, Proprietary, Two-Year, and Four-Year schools. What does each offer?

Vocational/Technical/Proprietary Schools provide occupational training. They prepare students for a specific job or career. The programs are usually two years or less in length. These occupational training classes usually do not transfer to four-year schools.

Two-Year Schools offer occupational training or academic programs that lead to an Associate's degree. They have non-transfer or transfer programs. **Non-transferable** programs have courses which cannot be used as credit at a four-year school. **Transfer** programs have courses which are accepted as credit in a four-year program. Do you think you might want to transfer? Take courses that will transfer.

Four-Year Schools offer academic programs that lead to a Bachelor's degree. Most programs prepare students for a variety of careers, not for a specific job.

Talk with people — your guidance counselor, teachers, people who work in the career you want to enter. Which schools will prepare you for this career?

What does each school offer? How does this compare with your abilities, interests, and values? It can help to ask yourself some questions. Here are some questions that may narrow the choice.

What are you really like?
- What are your favorite subjects?
- What activities do you enjoy most?
- In what subjects do you get the best grades?
- In what areas are you most talented?
- What kind of work do you want to do? Do you want training for a specific job or career? Do you want to stay flexible and go into one of a number of careers?

What kind of school do you want to attend?
- Do you want to go to an occupational, two-year, or four-year school? A big university? A small college?
- Do you want to go to a public school? A private school?
- What about an all-men's or all-women's school? A traditionally Black school? A religious school? A liberal arts school?
- Do you want a residential school? A commuter school?

Is the location of the school important to you?
- Do you want to stay close to home? Living at home while you go to college can save money.
- Do you want to go to school in your state? Most public schools charge higher tuition to out-of-state students.
- Do you want to go away for college?
- How far is too far away from home to go? It can be expensive to travel between home and school for vacations and holidays.

Are you prepared for postsecondary education?
- What kind of classes have you taken?
- What are your grades?
- Have you taken the ACT or SAT yet?
- Are there advanced placement tests you can take?
- Will you need to take remedial courses?

What schools will go on your first list of schools?
Take your list of interests, career thoughts, high school courses, and grades to your guidance counselor. Take along the list you made of what kind of school you want. Talk about the choices you made. With your counselor, make a list of schools to fit your needs and abilities. Write to these schools. Ask for information about admission.

How do you narrow your list?
- Read the material the schools send you.
- Ask yourself questions.
  - Which ones have the subjects that interest you?
  - Are there special programs that interest you?
  - Will your grades and test scores get you into these schools?
  - Do you need certain support services? Do all the schools offer them?
- Cross off the schools that no longer fit your needs.

Which schools should you apply to?
- Ask the admissions office at each school for copies of school newspapers and alumni magazines. What is life really like at the schools left on your list? What are graduates from these schools doing now?
- Try to visit the schools. See them for yourself. What are the students like? What are classes like? What is campus life like?

If you need help reading the college brochures or course catalogs, see the Glossary on pages 46 through 50. Need more help? See...

Pattern for Letter Asking for Information About a Postsecondary Program, page 15.
Pattern for Letter Asking for Financial Aid Information, page 19.
Visiting an Occupational School, page 27.
Visiting a College, page 31.
More Resources for Your Future, page 51.

Call the ICPAC Hotline, toll-free, at **1-800-992-2076**. Ask for a free copy of "Choosing a College (89-8)."

PATTERN FOR LETTER ASKING FOR INFORMATION ABOUT A POSTSECONDARY PROGRAM

TODAY'S DATE

YOUR NAME
YOUR ADDRESS
CITY, STATE ZIP

Admissions Office
SCHOOL NAME
SCHOOL ADDRESS
CITY, STATE ZIP

Dear Admissions Officer,

I am a student at **YOUR HIGH SCHOOL** and plan to graduate in **MONTH and YEAR**. After I graduate from high school, I am interested in attending **NAME OF SCHOOL** in the **YOUR SPECIAL INTEREST** program.

Please send me information about the **YOUR SPECIAL INTEREST** program at your school. I would also like information about admission and financial aid, as well as a copy of your latest catalog.

Thank you very much for your help.

Sincerely,

YOUR NAME

YOUR LETTER MIGHT SAY THIS:

March 10, 1990

Joshua Student
321 Washington Street
Smithdale, Indiana 40002

Admissions Office
Capital City College
123 State Street
Collegeville, Indiana 49999

Dear Admissions Officer,

I am a student at Indiana High School and plan to graduate in June 1991. After I graduate from high school, I am interested in attending Capital City College in the accounting program.

Please send me information about the accounting program at your school. I would also like information about admission and financial aid, as well as a copy of your latest catalog.

Thank you very much for your help.

Sincerely,

Joshua Student

VIEW FROM THE INSIDE — HOW SCHOOLS SELECT STUDENTS

Do you want to go to a postsecondary school? There are many different kinds of schools, many different programs. Are you finding it hard to decide which schools might be right for you? Making decisions is not easy for postsecondary schools either. Most schools spend a lot of time deciding which students to accept. Why do the schools spend so much time and trouble choosing students? **THEY WANT STUDENTS WHO WILL BE SUCCESSFUL AT REACHING THEIR GOALS.**

How do schools really select their students? It is impossible to give one answer for the many different postsecondary schools, but here are some things they consider when they make their choice.

Different kinds of postsecondary schools have different admissions policies. Some schools have an **open admission policy**. Other schools have a **competitive admission policy**.

An open admission policy, sometimes called an 'Open Door' policy, means a school accepts almost all applicants. Students with a high school diploma or those who have taken the GED (General Educational Development) Tests may enter a degree program. Others may take the same courses but may not receive a degree until they complete the GED Tests. All students may enroll at the school but may have to meet special requirements to enter or complete a certain program. The school may test your skills and aptitude. They may also require remedial work if you are not prepared for the program you want to enter. Write or call the school to get information about the specific requirements for the programs which interest you.

A competitive admission policy means that the school has a set of basic requirements which all applicants must meet to be admitted to the school. Every school is different, but here are some things most schools consider.

What is your **high school Grade Point Average** and **class rank**?

What **kind of courses** did you take? Did you take difficult and challenging courses?

What are your **scores** on the **SAT or ACT** college admission test?

Can you write clearly? Schools often want a **sample of your writing skill**, such as an essay or a personal statement.

What kind of **recommendations** will your teachers and guidance counselors give? What will they say about the quality of your school work and your willingness to learn?

What kinds of **leadership and other special skills** have you shown?

For special programs such as creative writing or music, a **sample of original work or an audition** may be required.

Grades are important in the selection process, but they are not the only thing an admissions officer looks at. Did you take the hardest courses your school offers? Do you have a talent in art, music, dance or a sport which has taken a lot of time to perfect? It takes time and effort to develop your special talents, polish your skills, and take on responsibilities. Some schools take these things into account and accept a lower Grade Point Average than they usually would when selecting students.

How can you prepare yourself to get into the program which interests you? Get information on the requirements for acceptance. Take high school courses which prepare you to meet those requirements. Work hard in your senior year. Don't slack off. Take challenging courses. Do as well as you can on college admission tests. Improve your special skills and talents. Do your best. This will keep many options open for your future!

Need more help? See...
Choosing References, page 10.
Interviewing, page 11.
College Admission Tests, page 17.

COLLEGE ADMISSION TESTS

What are they?
College admission tests are standardized tests used to compare students' abilities in certain basic areas. The two tests most often used are the SAT and the ACT. Students normally take one or both of these tests as Seniors. It is good practice to take the SAT or ACT as a Junior.

Why are tests needed?
High schools can be very different. They have different grading policies, classes, and student backgrounds. How well you do in a class sometimes depends on your classmates and on who teaches the class. Some teachers grade on a curve — the highest scores in the class get A's. When classes are graded this way, it is hard to tell what grades mean. An A earned in a class full of hard-working students may not mean the same thing as an A earned in a less hard-working class. Grading on a curve compares students with each other rather than with how much of the subject they learn. Other teachers grade students by whether they can show certain knowledge or skills. With this system, the same grades earned in different classes mean that students learned about the same amount of information. Report cards, of course, don't show how classes were graded, they just show a grade.

Different teachers, different students, different books, and different schools. How can a postsecondary school compare students who are applying for admission? The answer is simple: they can't, if all they have to look at are high school transcripts. College admission tests are used as a way for them to compare students' abilities when the students come from very different backgrounds.

Some schools also use these tests to decide whether students receive special credit or special help.

Plan ahead!
Talk to your high school counselor. Get SAT and/or ACT bulletins from your counselor's office.

Make sure you know which test is accepted by the schools that interest you.

THE NIGHT BEFORE THE TEST

1. Set your alarm. You want to get up on time.
2. Set out the clothes you will wear to the test.
3. Put together your admission ticket, #2 pencils, eraser, and **picture** identification (your driver's license or school ID card).
4. Get a good night's sleep. You want to be wide awake to do your best!

WHAT INFORMATION IS IN THE BULLETIN?

WHERE the test is given. It lists all the test sites.
WHEN the test is given in the Spring of 1990.
ACT: Feb. 10, Apr. 7, June 9
SAT: Mar. 31, May 5, June 2
APPLICATION for taking the test. Be sure to fill in the right test site code. It is easy to make a mistake!
COST of taking the test.
ACT: (1989-1990 price) $11.50
SAT: (1989-1990 price) $14.50
The fee is sent in with the application.
Fee waivers are sometimes possible.
OPTIONS for having your test scores reported.
ACT: As part of the test fee you can list 3 schools that you want to receive your test scores. You can send your scores to 3 extra schools for $3.50 each.
SAT: As part of the test fee you can list 4 schools that you want to receive your test scores. You can send your scores to 4 more schools for $5.00 for each added school.

HOW DO YOU PREPARE FOR THE TEST?

Workshops are sometimes offered in your school, at the library, the local community center, or at a local postsecondary school. Ask your guidance counselor how to get this help.

Books and guides are published by the companies that write the ACT and SAT tests to help you prepare for these tests. The books will get you used to the style of the test, and will review the test subjects. You can get the books from your counselor, librarian, or bookstore.

ON THE DAY OF THE TEST

1. Take the test admission ticket with you.
2. Take at least two #2 soft pencils, and an eraser.
3. Take picture identification — driver's license, school picture ID, current passport, etc.
4. Wear comfortable, layered clothes. Test rooms may be cold in summer or hot in winter.
5. Wear a watch to help you pace yourself. It must **NOT** be a calculator watch, or set to beep.
6. Eat a good breakfast to keep alert all through the testing.
7. Ask someone reliable to drive you to the test, so you don't have to worry about parking.
8. Make sure you know exactly where the test will be held. You don't want to have trouble finding where you are supposed to go.
9. Leave plenty of time to get to the test site. If you are a bit early, you will have time to get settled before the test starts.

EDUCATIONAL FINANCIAL AID

If you have decided to get more education, then there is a standard process which you must follow to get financial aid. This process is separate from applying for admission to a school. You will need to talk to your guidance counselor and financial aid officers at the schools which interest you. They can tell you about the steps to follow to get all of the financial aid available to you. It is very important to carefully follow the instructions you are given. If you fill out a form wrong or miss a deadline, you may miss out on money you would otherwise receive.

What Financial Aid programs are available?
The U.S. Department of Education offers six major student financial aid programs.

1. Pell Grants
2. Supplemental Educational Opportunity Grants (SEOG)
3. College Work-Study (CWS)
4. Carl Perkins National Direct Student Loan (NDSL)
5. Stafford Loans (formerly Guaranteed Student Loans [GSL])
6. Parent Loans for Undergraduate Students (PLUS)/Supplemental Loans for Students (SLS)

If you go to a school in Indiana, there may be state funds available. Find out from **State Student Assistance Commission of Indiana** (SSACI) (Call 1-317-232-2350, or write them at SSACI, 964 North Pennsylvania Street, Indianapolis, IN 46204). For information about U. S. government funded programs, you may want to call the **U.S. Department of Education Federal Student Aid Information Center** (Call toll-free, 1-800-333-INFO)

Where can I look for Financial Aid?
There are a number of possible sources of aid that you may want to think about. These include

places of employment (your own or your parents')
local Department of Veterans' Affairs (if a parent was in the Armed Forces)
labor unions
foundations
religious organizations
political parties
community organizations
civic groups
organizations in your field of interest

Where can I get information about other possible sources of aid?
There are also private financial aid programs. Find out about these from

high school guidance counselors
financial aid counselors at postsecondary schools
Citizens Scholarship Foundation of America (Call 317-738-4885, collect)
public libraries

How do I get ready to apply for Financial Aid?
Below are some important things you need to do to apply for financial aid.

1. Men must register with the Selective Service at age 18.
2. Get a Social Security Number (see note below).
3. Send your applications in on time.

Note: By now, you probably have a Social Security Number. If not, it is very important to get one right away. You will need to use your Social Security Number on all of your forms and correspondence. Call the Social Security Administration listed under U. S. Government in the white pages of the phone book.

How do I apply for Financial Aid?
Financial aid guidelines are established by Congress. To get financial aid, your family must show they can't pay for all or part of your education. To apply:

1. *You and your family must complete a needs analysis form.* Guidance counselors usually have these forms. Always check with the financial aid office at the school to which you are applying to make sure that you fill out **all** of the necessary application forms.

2. *Postsecondary schools may require you to fill out their own form as well.* Make sure you check with the financial aid office at the schools to which you are applying.

3. *Apply as soon as possible after January 1 of your senior year in high school* (or of the year when you plan to enroll in a postsecondary school). You must reapply for aid every year at this time.

It will take from 4-6 weeks to process your form. After your form has been processed, you will receive more information in the mail. There may be a fee for processing the form. Waivers are sometimes available if you can't afford the fee.

What are the deadlines?
In Indiana, financial aid forms must be completed and mailed by **March 1** for priority consideration. Some schools set earlier deadlines. Check with the schools you are considering to find out what financial aid awards are available after March 1, and whether an earlier deadline exists. Find out about each school's deadline and application procedure.

Note: If you plan to begin before the fall term, talk to a financial aid counselor as soon as possible. You may need to fill out forms very early to meet deadlines and get the aid that you are eligible for.

Most schools expect the student to contribute to the cost of tuition beyond what parents are expected to pay. Financial aid programs expect the student to contribute at least $700 during the first year of school. If you have not done so already, you should consider opening a savings account at your local bank. Plan to save enough to help with your school expenses.

Find out about the costs of a postsecondary education. Of course there is tuition as well as room and board. There are also costs for books, supplies, transportation, entertainment, telephone calls, and personal needs.

Every school is a little different and the financial aid opportunities at each are unique. You will need to begin to determine which schools interest you so that you can find out about financial aid at each school.

Want to know more?
Call ICPAC, toll-free, at 1-800-992-2076. Ask for your free copies of
"What Families Pay for College Costs (89-1)" and
"Financial Aid Facts (89-12)."

PATTERN FOR LETTER ASKING FOR FINANCIAL AID INFORMATION

TODAY'S DATE

YOUR NAME
YOUR ADDRESS
CITY, STATE ZIP

Office of Financial Aid
SCHOOL NAME
SCHOOL ADDRESS
CITY, STATE ZIP

Dear Financial Aid Officer,

I am a student at **YOUR HIGH SCHOOL** and plan to graduate in **MONTH and YEAR**. After I graduate from high school, I am interested in attending **NAME OF SCHOOL** in the **YOUR SPECIAL INTEREST** program.

I need a realistic idea of how much financial help I might receive from your school to help pay for my education. Are there scholarships available in **YOUR AREA OF INTEREST**? What kinds of financial aid might be available to me? Please send me the information and forms I will need to apply for financial aid.

Thank you for your help.

Sincerely,

YOUR NAME

YOUR LETTER MIGHT SAY THIS:

March 1, 1990

Susan Student
123 Main Street
Anytown, Indiana 40001

Office of Financial Aid
USA University
456 State Street
Collegeville, Indiana 49999

Dear Financial Aid Officer,

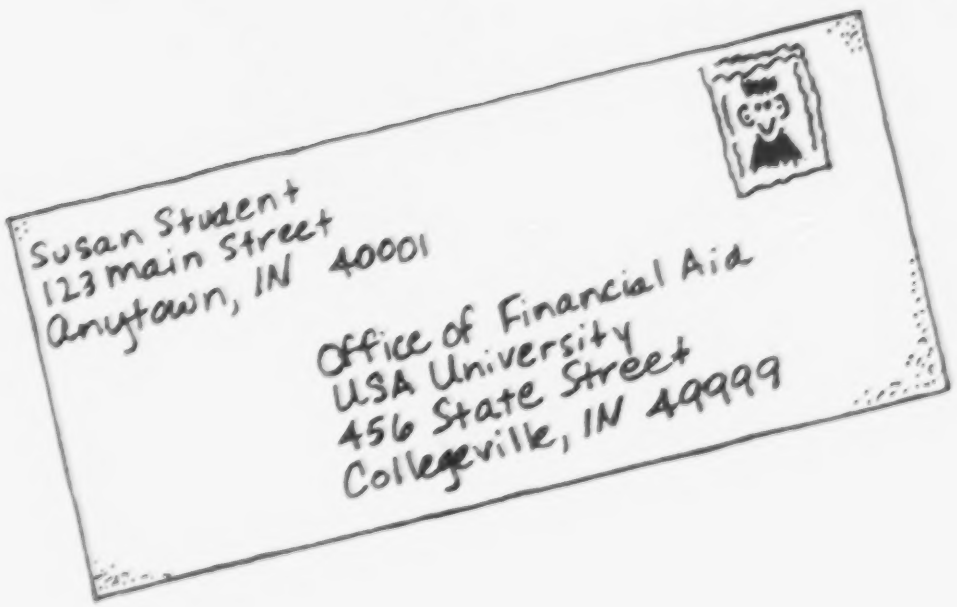
I am a student at Anytown High School and plan to graduate in June 1991. After I graduate from high school, I am interested in attending USA University in the biology program.

I need a realistic idea of how much financial help I might receive from your school to help pay for my education. Are there scholarships available in biology? What kinds of financial aid might be available to me? Please send me the information and forms I will need to apply for financial aid.

Thank you very much for your help.

Sincerely,

Susan Student



There is a map of Indiana on page 52 of the **PLANNER.** The map is designed to help you find the Indiana schools that interest you. Along the top of the map are the sections, A, B, C, and D. Along the left side are the sections 1 through 7. Each school listed has a code, such as C3. To find where a school is, follow the letter section and the number section on the map until they meet. The school is in that rectangle.

INDIANA FOUR-YEAR SCHOOLS

Anderson University — [C3]
Ball State University (Muncie) — [D3]
Bethel College (Mishawaka) — [C1]
Butler University (Indianapolis) — [C4]
Calumet College of St. Joseph (Whiting) — [A1]
DePauw University (Greencastle) — [B4]
Earlham College (Richmond) — [D4]
Fort Wayne Bible College — [D2]
Franklin College — [C5]
Goshen College — [C1]
Grace College (Winona) — [C1]
Hanover College (Madison) — [D6]
Herron School of Art (Indianapolis) — [C4]
Huntington College — [D2]
Indiana Christian University (Indianapolis) — [C4]
Indiana Institute of Technology (Fort Wayne) — [D2]
Indiana State University (Terre Haute) — [A5]
Indiana University - Bloomington — [B5]
Indiana University - East (Richmond) — [D4]
Indiana University - Kokomo — [C3]
Indiana University - Northwest (Gary) — [A1]
Indiana University - Purdue University - Fort Wayne — [D2]
Indiana University - Purdue University at Indianapolis — [C4]
Indiana Univ - Purdue Univ Indianapolis (Columbus) — [C5]
Indiana University - South Bend — [C1]
Indiana University - Southeast (New Albany) — [C7]
Indiana Wesleyan University (Marion) — [C3]
Lutheran College of Health Professions (Fort Wayne) — [D2]
Manchester College (North Manchester) — [C2]
Marian College (Indianapolis) — [C4]
Martin Center College (Indianapolis) — [C4]
Oakland City College — [A7]
Oakland City College - Bedford Center (Bedford) — [C6]
Purdue University (West Lafayette) — [B3]
Purdue University - Calumet (Hammond) — [A1]
Purdue University - North Central (Westville) — [B1]
Rose-Hulman Institute of Technology (Terre Haute) — [A5]
Saint Elizabeth Hospital School of Nursing (Lafayette) — [B3]
Saint Francis College (Fort Wayne) — [D2]
Saint Joseph's College (Rensselaer) — [B2]
Saint Mary-of-the-Woods College — [A5]
Saint Mary's College (Notre Dame) — [C1]
Saint Meinrad College — [B7]
Taylor University (Upland) — [D3]
Tri-State University (Angola) — [D1]
University of Evansville — [A7]
University of Indianapolis — [C4]
University of Notre Dame — [C1]
University of Southern Indiana (Evansville) — [A7]
Valparaiso Technical Institute — [B1]
Valparaiso University — [B1]
Wabash College (Crawfordsville) — [B4]

INDIANA TWO-YEAR COLLEGES and OCCUPATIONAL SCHOOLS

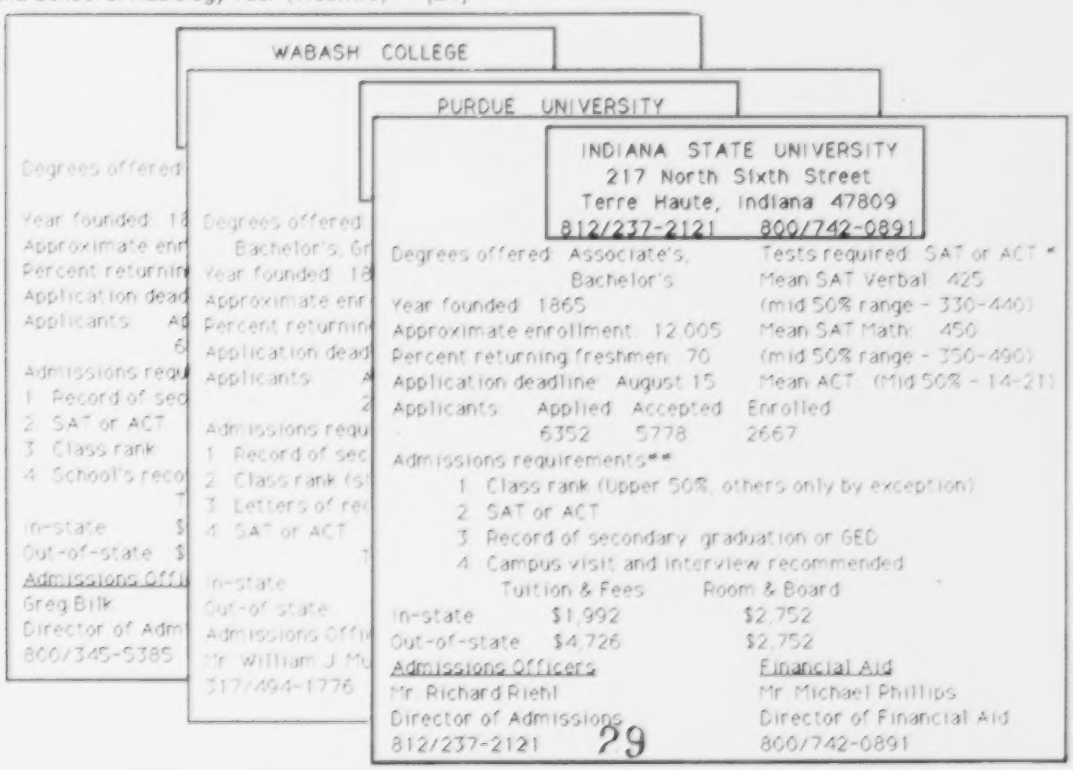
Academy of Hair Care (Indianapolis) — [C4]
Academy of Hair Design (Indianapolis) — [C4]
Acme Institute of Technology (South Bend) — [A1]
Ancilla Domini College (Donaldson) — [B1]
Anderson Area Vocational-Technical (Anderson) — [C3]
Apex School of Beauty Culture (Anderson) — [C3]
Approved Beauty School (Indianapolis) — [C4]
Aristotle College Medical-Dental (Indianapolis) — [C4]
Artistic Beauty College (Shelbyville) — [C4]
Ball Memorial Hosp School Radiology Tech (Muncie) — [D3]
C. A. Prosser Vocational Center (New Albany) — [C7]
Charite Academy of Hair Design (Clarksville) — [D5]
Clark College (Indianapolis) — [C4]
Clark's Beauty Academy (Kokomo) — [C3]
Commercial Driving Institute (Westfield) — [C4]
Commonwealth Business College (LaPorte) — [B1]
Commonwealth Business College (Merrillville) — [A1]
Creative Beauty Academy (Highland) — [A1]
Crown College of Cosmetology (Crown Point) — [A1]
Crown College of Cosmetology (Hobart) — [A1]
Cut Above Beauty Academy (Brownsburg) — [B4]
Cut Above Beauty Academy (Greenwood) — [C4]
Cut Above Beauty Academy (Indianapolis) — [C4]
Davenport College (Granger) — [C1]
Davenport College (Merrillville) — [A1]
Deaconness Hospital Nursing School (Evansville) — [A7]
Decatur Beauty College (Decatur) — [D2]
Don Roberts Beauty School (Valparaiso) — [B1]
Don Roberts Hair Design (East Chicago) — [A1]
Don Roberts Hair Design (Munster) — [A1]
Doree School of Beauty Culture (Chesterton) — [B1]
Evansville Tri-State Beauty (Evansville) — [A7]
Four Winds Academy Hair Design (Fort Wayne) — [D2]
George Rogers Clark College (Indianapolis) — [C4]
Good Samaritan Hospital Medical Tech (Vincennes) — [A6]
Goshen Biblical Seminary (Elkhart) — [C1]
Hair Fashions by Kaye (Indianapolis) — [C4]
Hair Fashions by Kaye (Noblesville) — [C4]
Hair Fashions by Kaye (Plainfield) — [B4]
Hammond Academy of Beauty Culture (Hammond) — [A1]
Holy Cross Junior College (Notre Dame) — [C1]
House of James Beauty College (Jeffersonville) — [C7]
ITT Technical Institute (Evansville) — [A7]
ITT Technical Institute (Fort Wayne) — [D2]
ITT Technical Institute (Indianapolis) — [C4]
Indiana Barber College (Indianapolis) — [C4]
Indiana Business College (Anderson) — [C3]
Indiana Business College (Columbus) — [C5]
Indiana Business College (Indianapolis) — [C4]
Indiana Business College (Lafayette) — [B3]
Indiana Business College (Marion) — [C3]
Indiana Business College (Muncie) — [D3]
Indiana Business College (Terre Haute) — [A5]
Indiana Business College (Vincennes) — [A6]
Indiana State Beauty College (Chesterton) — [B1]
Indiana Vocational Technical - Bloomington — [B5]
Indiana Vocational Tech. - Central (Indianapolis) — [C4]
Indiana Vocational Tech. - Columbus — [C5]
Indiana Vocational Tech. - Eastcentral (Muncie) — [D3]
Indiana Vocational Tech. - Kokomo — [C3]

Indiana Vocational Tech. - Lafayette — [**B3**]
Indiana Vocational Tech. - Northcentral (South Bend) — [**C1**]
Indiana Vocational Tech. - Northeast (Fort Wayne) — [**D2**]
Indiana Vocational Tech. - Northwest (Gary) — [**A1**]
Indiana Vocational Tech. - Southcentral (Sellersburg) — [**C7**]
Indiana Vocational Tech. - Southeast (Madison) — [**D6**]
Indiana Vocational Tech. - Southwest (Evansville) — [**A7**]
Indiana Voc. Tech. - Wabash Valley (Terre Haute) — [**A5**]
Indiana Vocational Tech. - Whitewater (Richmond) — [**D4**]
Institute of Data Processing (Highland) — [**A1**]
International Business College (Fort Wayne) — [**D2**]
International Business College (Indianapolis) — [**C4**]
Interstate Technical Institute (Fort Wayne) — [**D2**]
J. Everett Light Career Center (Indianapolis) — [**C4**]
J. Michael Harrold Beauty Academy (Terre Haute) — [**A5**]
John Amico School of Hair Design (Merrillville) — [**A1**]
King Daughters Hosp Sch Radiology Tech (Madison) — [**D6**]
Knox Beauty College (Knox) — [**B1**]
Lafayette Beauty Academy (Lafayette) — [**B3**]
Lakeshore Medical Lab Training Prog (Michigan City) — [**B1**]
Lincoln Technical Institute (Indianapolis) — [**C4**]
Lockyear College (Evansville) — [**A7**]
Lockyear College (Indianapolis) — [**C4**]
Lowell Beauty College (Lowell) — [**A1**]
Masters of Cosmetology College (Fort Wayne) — [**D2**]
Memorial Hosp. School Radiology Tech (South Bend) — [**C1**]
Memorial Hospital Nursing School (South Bend) — [**C1**]
Mennonite Biblical Seminary (Elkhart) — [**C1**]
Metropolitan Beauty Academy (Lebanon) — [**C4**]
Michael's Beauty College (Indianapolis) — [**C4**]
Michiana College (South Bend) — [**C1**]
Mid-America College of Funeral Serv. (Jeffersonville) — [**C7**]
Midland Career Institute (Hammond) — [**A1**]
Moler-Hollywood Beauty College (Lawrenceburg) — [**D5**]
New Albany Beauty College (New Albany) — [**C7**]
North Central Beauty Academy (Michigan City) — [**B1**]
North Main Beauty Academy (Evansville) — [**A7**]
North. Indiana School of Radiology Tech (Westville) — [**B1**]
Odessa College of Beauty (Gary) — [**A1**]
Parkview Memorial Hospital Med Tech (Fort Wayne) — [**D2**]
Parkview Memorial Hosp Radiology Tech (Ft Wayne) — [**D2**]
PJ's College of Cosmetology (Carmel) — [**C4**]
Pontiac Business Institute (Indianapolis) — [**C4**]
Professional Careers Institute (Indianapolis) — [**C4**]
PSI Institute (Indianapolis) — [**C4**]
Reid Memorial Hospital Radiology Tech (Richmond) — [**D4**]
Rogers Academy of Hair Design (Evansville) — [**A7**]
Rudaes School of Beauty Culture (Lafayette) — [**B3**]
Sawyer College (Hammond) — [**A1**]
Sawyer College (Merrillville) — [**A1**]
Sawyer College (Munster) — [**A1**]
South Lake Barber Academy (Gary) — [**A1**]
St. Francis Hosp School of Med Tech (Beech Grove) — [**C4**]
St. Joseph Hosp School of Radiography (Ft Wayne) — [**D2**]
St. Joseph Nursing School (Fort Wayne) — [**D2**]
St. Margaret Hospital Medical Tech. (Hammond) — [**A1**]
St. Mary Medical Center Med Technology (Hobart) — [**A1**]
Superior Training Services (Carmel) — [**C4**]
Tipton University of Cosmetology (Tipton) — [**C3**]
Tri-State Beauty School (Evansville) — [**A7**]
Tri-State Semi-Driver Training (Fort Wayne) — [**D2**]
Vincennes Beauty College (Vincennes) — [**A6**]
Vincennes University (Vincennes) — [**A6**]
Vincennes University - Ft. Harrison Ext (Indianapolis) — [**C4**]
Vincennes University - Jasper Center (Jasper) — [**B7**]
Wabash Beauty College (Wabash) — [**C2**]
Wright Beauty College (Kokomo) — [**C3**]
Wright Beauty College (Logansport) — [**C2**]

NOTE: ICPAC has addresses for all the postsecondary opportunities in Indiana.

ICPAC may be able to help you find what is best for you.
Do you need more help?

CALL ICPAC, TOLL-FREE, AT 1-800-992-2076.



LOOK BEFORE YOU LEAP

Why visit? Different jobs, different schools, different employers. How do you choose which is best for you? You need to investigate. It is important to visit employers and/or schools that interest you. A visit lets you see firsthand what it is like to be an employee or student there. If an interview is included in your visit, it also lets the organization find out more about you.

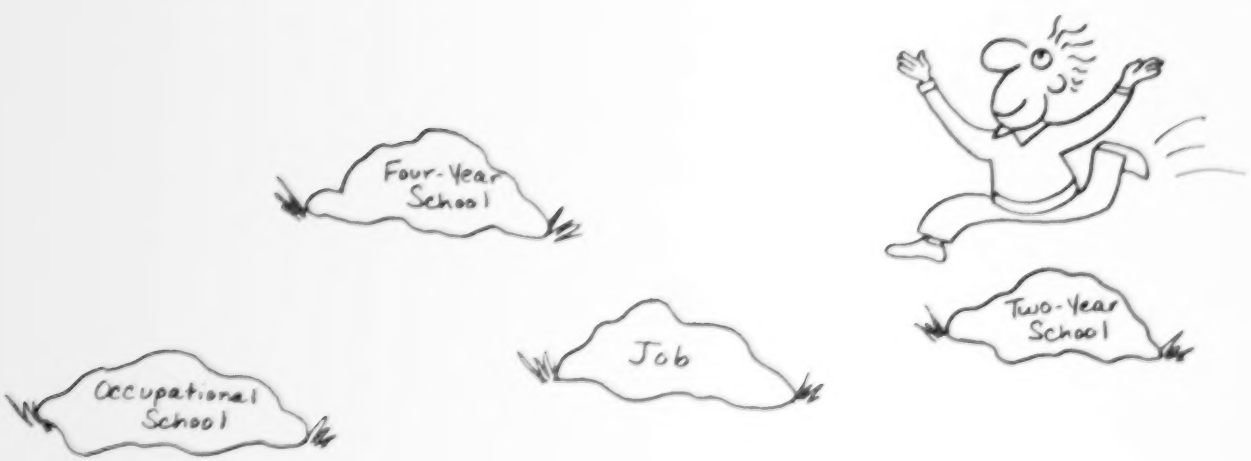
How do I prepare for a visit? PLAN AHEAD! Call or write the place you intend to visit ahead of time. Ask for an appointment with someone who can show you around. Make a list of the questions you want to ask. Ask questions until you have the answers you need. Have an idea of what you want to see when you visit. Prepare ahead of time.

What will I find out by visiting? You can learn a lot in a visit. You can see what these places are like during regular school or work hours. Try to visit both job sites and schools. If you want to continue your education after high school, you should still visit employers who interest you. Find out if the jobs they have are something you would like to do. This may help you decide what to study in school. If you plan to work full-time after you graduate from high school, visit schools anyway. See what they have to offer. You may want to go back to school later, or take classes in the evenings or on weekends while you work.

The next few pages have lists of important things to find out when you visit a job site, an occupational school, or a college. There are many questions. Sometimes it will be obvious why you want to ask these questions. Other times it may not be. For instance, why would you care about the graduation rate? Or the job placement rate? Or how a job or career is changing? If a school graduates most of the students who enter a program, then it is successful at teaching its students. If a school helps students find jobs, it is helping students use what they have learned. If a career is changing a lot, you might need different training to succeed in it, or there may be fewer people needed to do this job. You need to find out how and why things are changing so you are prepared to succeed in your career.

Keep your mind and options open. Find out about the interesting possibilities in the world. Visit schools and job sites. See what opportunities lie ahead for you.

For more help, see...
Interviewing, page 11.
Visiting a Job Site, page 23.
Visiting an Occupational School, page 27.
Visiting a College, page 31.



VISITING A JOB SITE

Are you going to work right after high school graduation or are you getting more education and then entering the workforce? Sooner or later, most people have a job. Many people take a job without knowing much about the employer or the job. Later, they may discover that the job is not at all what they had thought. Keep your surprises pleasant. Find out about jobs and careers **before** you get into them.

Plan ahead. Find someone who works in a job or career that interests you. Ask if you can visit them at work. Arrange a date and time. If you do not know anyone in an organization, call the personnel office and ask for an appointment with someone who can tell you about the job.

Check it out. Find out about different careers or occupations. **Visit a library.** Ask your guidance counselor for information. Guides such as the **Dictionary of Occupational Titles** or the **Occupational Outlook Handbook** have information about careers and occupations. Some guides also can tell you where to get more information.

Call ICPAC. Dial the ICPAC Hotline, toll-free, at **1-800-992-2076.** The Hotline can give you information about specific careers or jobs. The Hotline also has general information about career planning. Employers may publish brochures or annual reports. Read the information before you go. Have questions ready. **The more you prepare, the more you will get out of your visit.**

There are three reasons to visit a job site.

- **An informational interview.** Ask people about their jobs. This will allow you to get answers to your questions about careers that interest you. For an informational interview, you must investigate careers that interest you and prepare questions.

- **Job shadowing** can also give you an inside view of a job or career. Job shadowing means spending a few hours or an entire day with someone who has a job that interests you.

- A **worksite tour** may be part of a job site visit.

The questions you ask depend on the reason for your visit. Do you want to **explore career or occupational options?** Do you want to **decide what kind of work environment you might enjoy?** Do you want a close **look at a specific company or organization** where you might want to work? Your contact with an employer may lead to a **job interview**. You might want to make sure that you are dressed neatly and are prepared to answer questions.

For a sample list of questions to take with you when you visit a job site, see....
Checklist for Visiting a Job Site, pages 24 and 25.

Ask questions.

Getting Started.
- How did you start in your present job or career?
- What kind of training did you need?
- Did you go to a postsecondary school?
- Where did you go?
- Were you satisfied with the training you received there?
- Would you recommend the same path now to get this kind of job?

A Job Profile.
- What is your job like?
- How do you spend the day?
- What skills does your job use?
- What are the things you like most about your job?
- What do you like the least?
- How has the job changed since you started? Have technical demands changed?

The Future.
- How is this job or career changing?
- Where do you see yourself and your job or career in five years? In ten years?
- How does a person get ahead in this field?

The Work Environment. Questions to ask yourself:
- Do you want to work in a small, medium-sized, or large organization?
- Would you prefer to work for a private company, a public agency, a government office, a non-profit organization?
- Do you want to live in a particular area of the country?
- What kind of work environment would suit you best? Do you like being independent? A team member?
- What are the chances for advancement? Will the company or organization train you to keep up with changes in your job or career?

If you are visiting a potential job site because you are thinking of working there you should ask yourself some more specific questions.
- How would you describe the **atmosphere** of the workplace? Would you work well in this kind of environment?
- All organizations have a **structure**. Where would **you** fit in this organization?
- What about compensation (pay)?
- Ask about **benefits** but be sure that you do not sound as though you are more interested in the pay and benefits than the job. As an employee you may receive benefits that are not part of your paycheck. These may include vacation pay, holidays, personal time, parental leave, health insurance for yourself and your dependents, dependent care benefits, and educational benefits. Some employers pay tuition for postsecondary courses that help you keep up with changes in your job or do your job better. Find out about the company's educational and training opportunities.
- What are the chances for **advancement**? How do people move up in the organization? How does the organization reward good workers? How do people get promoted? What are the rungs of the career ladder?

CHECKLIST FOR VISITING A JOB SITE

You will get the most out of your visit if you are prepared. Below are some questions that can help you prepare. You can tear this list out, photocopy it, or use it to make your own list of questions.

1) Ask people how they got started.

How did you get started in this job?

What kind of training did you have that helped you get this job?

Did you go to a postsecondary school?

Where did you go?

Were you satisfied with the training you received there?

Would you recommend the same path to newcomers in the job?

2) Find out what a day in this job is like.

How do you spend the day? What is an average work day like?

What skills does your job use?

What do you like most about your job?

What do you like least?

3) What does the future look like for a person in this job?

How has this job changed since you started? Has it become more technical?

Do people need the same kind of training that you got?

In the future, will there be a greater need for people who can do this kind of job? Or there be a smaller need?

Where do you see yourself and your career in five years? In ten years?

How does a person advance in this field? How do you get promoted?

How do you get pay raises?

How do you gain more responsibility?

4) Know what the organization would do for you.

What benefits do employees get here?

What are the rules on vacation pay, holidays, personal time, sick leave?

Does the employer offer health insurance, savings plans, or dependent care benefits?

What educational benefits does the organization offer?

Would the organization pay tuition for postsecondary education which would help you do your job better?

Would this employer pay for training to help you keep up with changes in your job?

5) Explore the workplace environment. As you learn about different jobs or careers, ask yourself questions about the kind of work environment **you** would enjoy.

What kind of work environment would suit you best? Do you like being independent? A team member?

Would you prefer to work in a small, medium, or large organization?

Would you prefer to work for a private company, a public agency, a government office, a non-profit organization?

Is there a certain area of the country where you would like to live?

Does this job offer advancement?

Would you stay at the entry level or can you move into jobs with greater challenge and responsibility?

How much responsibility do you want?

What kind of future training would you need to keep up with changes in the job?

Would the organization train you?

6) If you are visiting a job site because you think you want to work there, here are some specific questions you can ask yourself.

How would you describe the atmosphere of the workplace?

Would I work well in this kind of environment?

How is the organization structured?

Would I be comfortable with this kind of structure?

Who would I report to?

How would my work be evaluated?

How would I get feedback on my work and progress?

Am I comfortable with the kind of evaluation used by this employer?

What are the responsibilities of this job?

Would I enjoy these responsibilities?

Who would I work with? Would I work well with them?

How would I be trained for the job?

What is an average workday like?

How would I get ahead in the organization?

What are the rewards for good workers?

What happens to poor workers?

Need to know more? See...
Getting Information, page 8.

PATTERN FOR LETTER ASKING FOR INFORMATION FROM A PROFESSIONAL ORGANIZATION

TODAY'S DATE

YOUR NAME
YOUR ADDRESS
CITY, STATE ZIP

PROFESSIONAL ORGANIZATION
ORGANIZATION'S ADDRESS
CITY, STATE ZIP

Dear **PROFESSIONAL ORGANIZATION'S NAME,**

I am a student at **YOUR HIGH SCHOOL** and plan to graduate in **MONTH and YEAR**.

I am exploring different possibilities for my future. I enjoy **YOUR AREA OF INTEREST** and am thinking of a career in **CAREER OR JOB THAT INTERESTS YOU**. I would appreciate any information you have on **CAREER OR JOB THAT INTERESTS YOU** which could help me make my decision. I am especially interested in information on the education or training required.

Thank you very much for your help.

Sincerely,

YOUR NAME

YOUR LETTER MIGHT SAY THIS:

April 23, 1990

Terry Junior
100 N. Smith Street
Hilltown, Indiana 43000

Association of Radio Technicians
400 Avenue of the Americas
New York, New York 10000

Dear Association of Radio Technicians,

I am a student at Hilltown High School and plan to graduate in June 1991.

I am exploring different possibilities for my future. I enjoy working with audio visual equipment and am thinking of a career in radio engineering. I would appreciate any information you have on radio engineering which could help me make my decision. I am especially interested in information on the education or training required.

Thank you for your help.

Sincerely,

Terry Junior

VISITING AN OCCUPATIONAL SCHOOL

You wouldn't buy a car without looking at it first. Check out your education before you buy it. You will make a big investment in the school you choose. Make sure it is a school that will satisfy you.

'Look under the hood!' One way to "shop" is to visit the schools that interest you. A visit will help you decide if a school meets your needs.

Contact the school.
Write or call the schools that interest you. Set up an appointment to visit.

Plan ahead.
Ask the admissions office to send you a map so you can get to the school and find your way around the campus. Ask about times and locations of any classes you might like to visit. Are you interested in a particular program? Find out more about it. Ask to meet faculty (teachers) and current students.

Be prepared.
Study the information you have about the school, such as the course catalog and brochures. Know what you want to see and the questions you want to ask BEFORE you visit.

Places to visit.
Ask to see classrooms, laboratories, administrative offices, library facilities — whatever is important to you. Visit the bookstore, counseling center, and job placement office.

Ask questions.

Learn about the facilities and resources.
- Are the facilities up to date?
- Is there enough equipment? Is it modern and high quality? Is this equipment used by companies today?
- Will you be taught the most current methods and ideas?
- Will you have access to computers?
- Will the library serve your needs?
- Is job placement assistance available?
- Is there support for students with special needs?
- What types of financial aid are available?

Ask about the faculty and student body.
- What is the background of the faculty?
- Do students get to meet with faculty outside of class?
- What is the graduation rate?
- How many graduates find jobs in their field?
- Do students think that their teachers are good?

Understand the program requirements.
- What are the requirements for the program?
- Is the program accredited? That is, do professional organizations recognize this as enough training?
- What is a reasonable course load?
- How do you know which courses to take?
- What type of certificate or diploma will you receive?
- Are there student support services such as skills improvement, career guidance, and job placement?
- How many hours a week are spent in the classroom? In 'hands-on' or laboratory work?
- Does your program have internships for experience?
- What is the advising system like?
- How do students get feedback on their progress?

Explore the school's environment.
- Where do students live? Do they commute, live in apartments, or in student housing? Does the school help students find suitable housing?
- What do students do for meals? Does a school cafeteria have a meal plan? Are there nearby affordable restaurants?
- Is there enough parking for all students? What is the cost?
- Are recreational and social events organized by the school?
- Are there professional or trade societies at the school?
- Are classes during the day, in the evening, or on weekends?
- What types of financial aid are available?
- What are the costs besides tuition? Are there program, computer, lab, and materials fees?

For a sample list of questions to take with you when you visit an occupational school, see...
Checklist for Visiting an Occupational School, pages 28 and 29.

CHECKLIST FOR VISITING AN OCCUPATIONAL SCHOOL

To get the most out of your visit to a school, be prepared. Below are some questions that could help you prepare. You can tear this sheet out, photocopy it, or use it to make your own list of questions.

1) Find out about the learning facilities and resources.

What is the average size of classes?

_____

What is the library like? Will it serve your needs?

_____

What are the facilities like? Are they modern and high quality?

_____

Is the equipment up to date? Is this the type of equipment being used in your field right now?

_____

Is there enough equipment for the students who need it?

_____

Will you be taught the most current methods and ideas?

_____

Will you have access to computers?

_____

What support services are available to help students? Career counseling? Skills improvement?

_____

Does the school offer scholarships or other financial aid?

_____

Is job placement assistance available?

_____

2) Ask about the faculty and student body.

Who teaches the courses?

_____

What is the background of the faculty?

_____

What opportunities are there for students to meet with faculty outside of class?

_____

Are there clubs or organizations where you can meet other students and faculty members who share your interests?

_____

What is the student body like?

_____

How many students are there in the school?

_____

What is the graduation rate for the school? Each year, how many students enter the program that interests you? How many of these graduate each year?

_____

What do the students currently in the program feel about their teachers? About the program?

_____

How many of the school's graduates find jobs in their chosen field?

_____

How many of the graduates of the program that interests you find jobs in their field?

_____

3) Understand the program requirements.

What are the admission requirements for the program?

_____

What are the requirements to complete the program that interests you?

_____

How long will it take to complete the program?

_____

How do you know which classes to take?

_____

Is there a required set of courses that all students must take?

_____

What is a reasonable course load?

_____

What is the advising system like?

_____

How do students get feedback on their progress?

_____

If you decide to transfer to another school later, will your credits transfer?

_____

Is the program accredited? That is, do professional organizations formally recognize this program as adequate training in the field?

_____

What type of certificate or diploma will you receive?

_____

How many hours per week are spent in the classroom?

_____

How many are spent in actual "hands-on" or laboratory work?

_____

Is there an internship program?

_____

Is it required for your program?

_____

4) Explore the school's environment.

Where do students live?

_____

Do they commute, live in apartments, or is there student housing?

_____

Does the school help students find suitable housing or locate a roommate?

_____

What do students do for meals? Is there a cafeteria at the school?

_____

Does the school offer a meal plan?

_____

Are there restaurants close by?

_____

Is there enough parking for all students?

_____

Is there a charge for parking?

_____

Are there professional or trade societies at the school?

_____

Are the classes held during the day, in the evening, or on the weekend?

_____

What are the costs besides tuition?

_____

Are there program fees, computer fees, lab fees, charges for materials?

_____

PATTERN FOR LETTER ACCEPTING AN OFFER OF JOB, FINANCIAL AID, SCHOLARSHIP, ADMISSION TO SCHOOL OR ANY OTHER OFFER

TODAY'S DATE

YOUR NAME
YOUR ADDRESS
CITY, STATE ZIP

NAME OF ORGANIZATION
ORGANIZATION'S ADDRESS
CITY, STATE ZIP

Dear **PUT THE PERSON'S NAME**.

I received your letter dated **DATE OF LETTER WITH OFFER**.

I am happy to accept your offer of **ADMISSIONS, [FINANCIAL AID, A JOB]**.

Sincerely,

YOUR NAME

YOUR LETTER MIGHT SAY THIS:

May 29, 1990

Carmen Senior
2345 Ordinary Road
Plaintown, IN 43732

International Union of Aero Space Workers
9999 Professional Circle
Washington, D.C. 20000

Dear Mr. Farthingale,

I received your letter dated 20 May 1990 telling me of your decision to offer me the International Union's 1990-91 scholarship.

I am happy to accept your offer of a scholarship to study Electrical Engineering. It is a great honor to receive the scholarship, and I am very proud to do so.

Sincerely,

Carmen Senior

VISITING A COLLEGE

College catalogs and brochures give you facts about a school, but you need to know more before you make a decision. You will put a lot of time, money, and energy in the school you choose. Visit the school. Make sure it meets your needs.

Contact the school.
Many colleges have special days for students to visit. If this school does not, ask when you can visit the campus. Be sure to visit on a day when school is in session.

Plan ahead!
Ask the admissions office for a campus map. Ask for a list of activities that will take place when you plan to visit. Find out about classes you would like to visit. If possible, make an appointment for a campus tour. Are you interested in particular subjects? Arrange to visit the departments, meet with faculty, and talk with students.

Be prepared.
Review the information you have in the course catalog and brochures. Know what you want to see. Prepare questions BEFORE you visit the school.

Places to visit.
Ask to see classrooms, library facilities, laboratories, music practice rooms - whatever will be important to you. Visit bookstores, sports and recreation facilities, the student activities building, the student health center. Check out living arrangements such as dormitories, apartments, sororities, fraternities, and language houses.

Ask questions.

Find out about the learning facilities and resources.
- Are the facilities adequate? Is there enough equipment? Is the equipment up to date?
- Will you have access to computers?
- Will the library serve your needs?
- What is the average size of classes?
- Are there resources for students with special needs?

Ask about the faculty and student body.
- What is the background of the faculty?
- Who teaches the undergraduate courses? Professors or graduate students?
- Are there opportunities for students and faculty to meet outside of classes?
- What is the student body like? Are students all from the same kind of background, or is the student body diverse?
- Does the school have open or selective admissions?
- What percentage of each year's freshman class graduates from this school?

Understand the curriculum.
- What is a reasonable course load?
- Are there required courses which all students must take?
- How do you choose a major? How do you know which classes to take?
- Are there student support services such as skills improvement and career counseling?
- What is the advising system like?

Explore the living and learning environment.
- What are the living arrangements for students? Are there dorms? Do they have quiet floors, where students who want quiet in their rooms and halls can live? Are there language houses, where students who want to learn a foreign language can live? Are there single sex dorms? Co-ed dorms, where both female and male students live? Can you choose your own roommate? Are there 'greek' houses — fraternities or sororities? Are there student apartments?
- What types of meal plans are available?
- What kind of health care is there? Is there a health care facility on campus? What about health insurance?
- Is there enough quiet space on campus for study?
- What do students do on the weekends?
- Are there recreational, cultural, and social opportunities?
- Are you comfortable with the school's balance of academic and social life?
- How do students get around on campus? By car, bike, bus or by foot?
- How safe is the campus?

For a sample list of questions to take with you when you visit a college, see...
Checklist for Visiting a College, pages 32 and 33.

CHECKLIST FOR VISITING A COLLEGE

It is very important to know what questions you want answered before you visit a college. Below are questions about a college. You can tear this sheet out, photocopy it, or use it to make your own list.

1) Find out about the learning facilities and resources.

What is the average size of classes?

What are the facilities like?

What is the library like?

Are there enough quiet places on campus to study?

Where are these quiet places for study?

Do students have access to computers?

Is the equipment up-to-date?

What academic support services are available to help students? Career counseling? Job placement? Skills improvement?

Does the school offer scholarships in your field of interest?

Are there part-time or work-study jobs on campus where you might get some experience in a field that interests you?

2) Ask about the faculty and student body.

What is the background of the faculty?

Do they have advanced degrees?

Who teaches the undergraduate courses? Are they usually taught by professors or by graduate students?

Do students get to talk with faculty members outside of class? Are there formal meetings? Informal gatherings? Or does it happen by chance?

Are there clubs or organizations where you can meet other students and faculty with your interests?

What is the student body like?

How many students are there?

What kind of admissions policy does the school have? Open admissions or selective admissions?

How diverse is the student body?

What percent of each year's entering class graduates from the school?

3) Understand the curriculum.

What is a reasonable course load?

Is there a required set of courses that all students must take?

Is a variety of courses offered?

How do you know which classes to take?

How do you choose a major?

When do you declare a major?

What is the advising system like?

How do students get feedback on their progress?

How do you get an advisor? Do you choose or is one assigned to you?

If you are beginning at a branch campus or two-year school: Will your credits transfer if you want to go to the main campus or a four-year school?

Will all the credits you earn transfer? Or will only some of them? Which ones will transfer?

4) Explore the living environment.

What are the living arrangements for students?

Do students have to live on campus?

Do most students live on or off campus?

Are there dorms or student apartments?

Are there living arrangements available with special characteristics, such as language houses or 'greek houses'?

Quiet floors? Dorms that offer special opportunities, such as resident artists or special courses?

Can you choose your own roommate?

What types of meal plans are available?

What recreational, cultural, and social opportunities and facilities are there?

What support services are offered to help students with their personal lives? Coping strategies? Personal safety information? Counseling services?

What do students do on the weekends?

Are you comfortable with the school's balance of academic and social life?

What kind of health care facilities are available? What about health insurance?

How do students get around campus — car, bike, bus, on foot?

Are you allowed to have a car on campus?

What are the costs besides tuition?

Are there program fees, technology fees, lab fees, health fees?

COMPARING THE COSTS

Here are some examples of financial aid packages. Look closely at the actual cost to go to each school. Your COST is determined by the PRICE (D) minus your Financial Aid Package (J). In these examples, the **cost** for each school is exactly the same. When you look at schools, don't rule one out just because the tuition and fees are higher. It may not actually cost **you** any more to go there. More expensive schools often offer more aid to make up the difference in price. You may have to take out more loan money. Weigh the costs. If you really want to go to a school that looks quite expensive, talk to the financial aid officer at the school. Find out how much financial aid they can offer you. They might offer enough aid to make it possible for you to go there.

For more help, see:
Money Changes Everything, page 13
Educational Financial Aid, page 18
Pattern for Letter Asking for Financial Aid Information, page 19
More Resources for Your Future, page 51

		School 1	School 2	School 3	School 4
Tuition & Fees	A	$8,655	$2,500	$5,000	$11,000
Room & Board	+ B	2,730	2,300	2,350	3,400
Miscellaneous (Books, Phone, Supplies, Etc.)	+ C	960	850	925	925
PRICE	= D	$12,345	$5,650	$8,275	$15,325
Total Family Contribution	- E	$4,000	$4,000	$4,000	$4,000
NEED	= F	$8,345	$1,650	$4,275	$11,325
Grants	G	$4,845	-0-	$1,475	$6,700
Loans	+ H	2,500	1,650	2,000	3,500
Work	+ I	1,000	-0-	800	1,125
Aid Package	= J	$8,345	$1,650	$4,275	$11,325
COST	D-J	$4,000	$4,000	$4,000	$4,000

PATTERN FOR THANK YOU LETTER AFTER INTERVIEW

DATE

YOUR NAME
YOUR ADDRESS
CITY, STATE ZIP

INTERVIEWER'S NAME
NAME OF THE ORGANIZATION
ORGANIZATION'S ADDRESS
CITY, STATE ZIP

Dear INTERVIEWER'S NAME,

Thank you very much for meeting with me on DATE WHEN YOU MET.

I found the interview helpful. Thank you for your time.

After talking with you about NAME OF ORGANIZATION, I am very interested in working there. I feel that the POSITION YOU APPLIED FOR would be a good use of my abilities and interests.

I look forward to hearing from you about your decision.

Sincerely,

YOUR NAME

YOUR LETTER MIGHT SAY THIS:

May 23, 1990

Tracy Scholar
203 W. Elm Street
Ridgedale, Indiana 40060

Mr. Steven Jones
Capital City Financial Services
100 Office Tower Plaza
Capital City, Indiana 49000

Dear Mr. Jones,

Thank you very much for meeting with me yesterday.

I found the interview helpful. Thank you for your time.

After talking with you about Capital City Financial Services, I am very interested in working there. I feel that the computer programming position would be a good use of my abilities and interests.

I look forward to hearing from you about your decision.

Sincerely,

Tracy Scholar

CHECKLIST
PREPARING FOR POSTSECONDARY EDUCATION

☐ **Start to plan your future.**
- Think about your goals.
- Think about your values, interests, and abilities.
- Talk to people about career opportunities.
- Read books to find out about different careers.
- Ask questions about the careers that interest you.
- Plan to get the most from your senior year in high school.
- Take challenging courses. Take courses that will meet admission recommendations for postsecondary schools.
- Make a list of careers or occupations that interest you.
- Make a list of schools that might help you reach your goals.
- Think about where you will live.

☐ **Gather information.**
- Talk to people in your community.
- Try an interest test to discover patterns of talents and interests.
- Try job shadowing.
- Do an informational interview.
- Find a mentor in your community.
- Try an interest test to discover hidden talents or interests.
- Write to professional organizations or companies in the areas that interest you. Read the information they send you.
- Get experience in areas that interest you. Volunteer, become an intern, or get a part-time job.
- Call ICPAC for career profiles, major listings, and institutional overviews.
- Think about what kind of school will meet your needs. Would an occupational, two-year, or four-year school meet your goals?

☐ **Plan to take the standardized admission tests.**
- Get the application form from your guidance counselor. Find the dates and test sites.
- Choose a date and return the application form.
- Prepare to do as well as you can.

☐ **Contact the Admissions Office of each school on your list.**
- Ask for a catalog and general information.

☐ **Organize the process.**
- Use a system such as file folders. Arrange information by school and by application deadline. Don't miss important deadlines.

☐ **Read each catalog.** Look for information about
- Admission requirements
- Programs and majors offered
- Financial aid
- Special programs
- Housing policies and possibilities
- Board plans
- Tuition and fees
- Extracurricular activities offered
- Student life
- Residency requirements (in-state or out-of-state)
- Distinctive characteristics

☐ **Prepare for the application process.**
- Make a file of your 'vital information.'
- Think about references and get their permission.
- Write a resume.

☐ **Get financial aid information.**
- Talk to your guidance counselor about possible sources of aid.
- Contact State Student Assistance Commission of Indiana at 317-232-2350. Or call the U.S. Department of Education Federal Student Aid Information Center toll-free, 1-800-333-INFO. Or contact the Citizens Scholarship Foundation of America at 317-738-4885 (collect).
- Call **ICPAC, toll-free, at 1-800-992-2076.**
- Get the correct needs analysis form. Check with the schools that interest you to find out which one they accept.
- Check on available financial aid at each school that interests you.
- Get information about scholarships and grants. Che
  - Federal government programs
  - State programs
  - State and regional scholarships
  - Parents' employers
  - Civic Organizations
  - Religious Organizations
- Make sure to check application deadlines!

☐ **Narrow your list of schools.**
- Decide what you want in a school and which schools have what you are looking for.

☐ **Arrange visits to schools that interest you.**
- Make appointments to meet with faculty, counselors, and admissions officers.
- Prepare questions.
- Practice interview techniques if you will be interviewing for admission or financial aid.

☐ **Narrow your list further.**
- Evaluate each school.
- Decide which schools best meet your needs.
- Cross off the schools that do not meet your needs.

☐ **Contact the Admissions Office of each school that interests you.**
- Request an application for admission.
- Request an application for financial aid.

☐ **Apply for admission.**
- Most students apply to at least three schools.
- Discuss your application with your references.
- Make sure you have all of the required forms.
- Photocopy forms and fill out sample forms.
- Follow instructions. Fill out application neatly, accurately, and completely.
- Photocopy all completed forms for your own records.
- Send all required forms in on time by receipt mail.

☐ **Fill out applications for financial aid.**
- Complete financial aid and needs analysis forms for each scholarship or aid program.
- Complete a financial aid application for the school yo want to attend.
- Get a receipt from the Post Office when you mail important forms or forms that have a deadline.

☐ **Make your choice.**
- Decide which school to attend.
- Let the school know in writing that you plan to atten
- Let the other schools to which you applied know that you do not want to attend. Then they can make offers to interested students.

LIFE AFTER HIGH SCHOOL

RRRRRing. It's 7:00 A.M. and your alarm clock is ringing. You want to sleep a little longer and turn it off. If you sleep too long, it's no big deal. Mom will wake you up. But wait, you aren't in high school now. You may not even live at home anymore. YOU are responsible for getting yourself up. YOU need to get yourself to class or work on time.

High school graduation marks a time of changes. You may go to school, have a job, get married, or some combination of these. You may move into a new community. Even if you stay at home, your life will be very different than it was during high school.

How do you adjust to life after high school? Who is going to make sure you get up on time, pay the bills, call the doctor when you are sick, do your laundry, keep track of your appointments, classes, and work schedule? YOU, are! Taking responsibility for yourself can be hard. Being organized helps you use your time well. Many people have trouble managing their time. People often have too many things to do and not enough time to do them. This is not a problem that you will solve once and never have again. As you get older you will get more responsibilities - school, job, spouse, children, community projects, hobbies. You must learn to set priorities and manage your time well to get it all done.

Are you going to move away from home? Many people feel homesick after they move. This is normal. You will get over it more easily if you try some of these things.

When you are feeling low, **call a friend or your family.** They can help lift your spirits. If you find that making a simple phone call is not enough, don't be afraid to ask for help. There are people in every community willing to help you. If you are at school, turn to resident assistants, college counselors, or professional counselors. If you are working, your employer may offer counseling services. If not, check your phone book. You may get helpful information from community centers or local religious centers.

Get involved and make new friends. If you are planning to work full time, you may be able to get involved in activities sponsored by your employer. Join the company softball team, or just go and cheer them on. Go to employer sponsored parties and activities. Volunteer for special projects. If you are going to school, you can still get involved. There are clubs, intramural sports, and many other school-sponsored activities that will give you the chance to meet new people.

Become part of the community. Volunteer at a local agency. Visit local religious centers. If you do things in the community, you will begin to feel at home there.

Need more help? See
Success Skills, page 38

WHERE WILL YOU LIVE?

Deciding where to live can be scary and exciting. At some time you will have to decide where to live. Keep in mind that there are good and bad things about living anywhere. What are the advantages and disadvantages of each option? Should you continue to live at home? Move into an apartment? Are you going to school? What are the housing possibilities there?

Here are some things you will need to think about as you make your decision.

Privacy — Should you live with a roommate or alone? Do you need quiet to study or work? Will you get to choose your roommates? Think about the character of the apartment or dormitory. Does it suit your lifestyle?

Opportunities — How easy will it be to meet new people and make new friends in each arrangement?

Money — How much money do you want to spend? Which options can you afford?

Time — How do you want to use your time? Do you want to spend time cooking and cleaning? Do you want to spend time studying? How much time are you willing to spend getting where you need to go every day?

Accessibility — How easy is it to get to your job, your classes, and to other things important to you?

Responsibility — How much do you want?

Living at Home
If you live at home you will be in familiar surroundings and may save money. Living at home might mean less independence. It might not be easy to meet new friends, but it may keep you close to old friends.

Renting an Apartment
Renting an apartment may give you more independence than living at home. It can also mean more work and expense. Do you want roommates or would you prefer to live alone. How much time and money can you afford? Apartment living means you pay rent, electricity, telephone, food, and maintenance. YOU will do the cooking, cleaning, and shopping.

Are you going to postsecondary school? The school may have a meal plan so you can eat on campus. Some schools have housing on campus for students. Some have apartments for married students and their families. Find out what's available.

Moving into Campus Housing
Does the school have student residence halls or dormitories? If so, the school may require you to live on campus. Or, it may let students make the choice.

Residence halls and dorms are usually on-campus and close to class and libraries. They usually have meal plans. There may be single sex dorms, either all-male or all-female. There may be co-ed dorms, where both female and male students live. There may be quiet floors in some dorms, where students who want quiet in their rooms and halls may choose to live. Some schools offer a chance to live in language houses, where students speak a foreign language most of the time. Or, you may have the option of living in a 'greek' house — a fraternity or sorority.

Campus housing usually has planned activities to make it easy to meet people and participate in student life. Explore the many campus housing options. Does one of them suit your needs?

Whether you choose to live in an apartment, in campus housing, or at home, there are important questions to ask. Is it close to work or school? Is it convenient? Do you feel safe? What are the rules for living there? Is there a quiet atmosphere? What facilities are available? Will you have access to laundry, parking, tennis courts? Does a caretaker or resident assistant live in the building?

There are many options available. Begin looking early. Give yourself time to find the right housing. Make your options work for you!

SUCCESS SKILLS

How do I file my income tax? Should I get insurance? My new hair dryer doesn't work. Who can help me? How do I open a checking account?

Why do you need to know the answers to these questions? You are entering adulthood. New responsibilities are part of growing up. Find out what responsibilities adults have. Talk to your parents, teachers, counselors, and family friends.

Below are some of the things you should know and some questions you may want to ask.

Income Taxes

Whether you work full-time or part-time, you will have to pay income taxes. Get familiar with the process of filling out tax forms. Practice filling out sample forms **before** you fill out the real thing.

Where do I get the forms? What forms do I use? How do I know what my earned income is? What do I do if I am a resident of one state and earn money in another? When is the deadline for filing taxes? Ask your parents or other adults for help. If you have questions about Federal taxes, call the **Internal Revenue Service**. For questions about State taxes, look in the phone book under '**Indiana State Government — Taxes**' or '**Indiana Revenue Department**'.

Bank Accounts

Be responsible with your money. Many people put their money into savings and checking accounts. Why put your money in a bank? Banks keep money safe and available. You can earn interest if you keep your money in a bank. If you have a checking account, you don't have to carry large amounts of money.

How do I open a savings or checking account? Which bank should I use? How do I balance my checkbook? Are there any finance charges? Visit your local banks. Ask them about their different accounts. Have a bank employee show you how to do different transactions — balance your checkbook, make a withdrawal or deposit, write a check. Banks do not usually charge to show you how to do these things.

Insurance

People buy insurance to protect themselves from financial loss. If something happens, insurance pays for repairs, replacement, or a percentage of your costs. Your health, life, cars, and property can all be covered by insurance.

What kind of insurance should I get? How much insurance do I need? Which insurance company should I use? How often do I have to pay? Ask some adults about their insurance policies. Check with insurance agencies to see what they offer. Learn how to compare the different insurance plans. Always consult with a trusted advisor before committing yourself.

Credit

What can you do if you want to go to school, buy a car, or buy a house, and you don't have **all** of the money saved? You may want to think about using credit. When you use credit, you buy what you need now and pay for it later. You can spread the payments out over many months. This can be a smart choice when making a big purchase, such as a house or going to school. This lets you make smaller, more affordable payments. Credit can come in the form of loans, bank credit, or credit cards. Don't use credit to buy things you don't really need. Don't overuse credit and buy more than you are able to pay off. Credit contracts ARE enforced by law!

Should I use credit? What form of credit should I use — loan, mortgage, credit card? Is there a finance charge? How many payments must I make? Ask your parents or other adults about their experiences with credit. Get information from banks, credit unions, and savings and loan associations.

Be a smart consumer!

A consumer is a person who buys and uses an item (such as a toaster or a shirt) or a service (such as car repair or dry cleaning). As a consumer, you should get the quality you pay for. Keep the receipts from **all** your major purchases. If you are not happy with a good or service, return it or make a complaint. Many agencies protect consumers' rights — Better Business Bureau, Consumer Affairs Department, or Federal Trade Commission. You can check with one of these agencies before making a major purchase, or file a complaint with them.

Be careful about big purchases. It's hard to tell what is going to happen in the future. Don't get stuck with higher monthly payments than you can afford. Keep enough money left after bills to cover emergencies that might happen.

Plan ahead!

Ask about living expenses in the area where a possible school or employer is. Part of deciding where to go to school or work is thinking about how the decision will affect your life. Costs for housing, groceries, eating out, entertainment, and other things vary considerably in different areas. Know local costs before you decide to move.

Budgets

What is a budget? It is a plan for saving and spending your money over a set period of time (week, month, year). A budget can help you set goals for spending money wisely. You can set long term goals such as buying a house. Or, short term goals such as buying a new sweater. There are many different ways to make a budget. Ask your parents or some other adult to help you plan a budget that fits your needs.

Know your community resources!

Get to know the resources in your community. There are many departments and agencies you can turn to for help and information. Talk to people. Go to the library. Look in the phone book. What are some common resources?

- Fire Department
- Police Department
- Department of Labor
- Department of Human Resources
- Parks and Recreation Department

Find out about the responsibilities you will have. Decide how you want to handle them. Understanding your responsibilities now will make your life easier in the future. Want a list of toll-free resources? See page 42.

SUCCEEDING AT POSTSECONDARY EDUCATION

What classes should I take? Which instructors are best? When do I register? Where are my classes? How do I add or drop a class? When do I declare a major?

Who can help you answer these questions? Your advisor can. Make an appointment with an advisor as soon as you know which school you will go to. Your advisor will be one of your best sources of information about school. Keep in touch with your advisor. Advisors need to know what you want out of your education so they can help you reach your goals.

What if I don't feel comfortable with my advisor? Don't get upset. Look in a directory or catalog. Find out who is in charge of advising students. Make an appointment and ask for a different advisor.

I don't know what program I want. Don't panic. Many students don't know just what they want when they start postsecondary education. Many change their major or program during school.

What are your interests, abilities, and values? Did you read *Interest Tests and Talent Inventories* on page 7 and *Values, Interests and Abilities (VIA): The Informed Way to Success* on page 5? You might take an interest inventory test. Your advisor, career center, or counseling center may arrange the test for you. A major that matches your abilities, interests, and values, most likely will satisfy you.

I have many different interests. If you have a wide range of interests, sign up for a variety of courses. Use your first semesters to explore subjects. You may become very interested in a subject that you never considered. Don't be 'undecided', be 'exploratory'!

Talk to advisors, instructors, and current students in the subjects and programs that interest you. Are the students happy with their program? Their classes? Their instructors? What classes are required? Ask advisors and instructors what kind of jobs students from this program get.

Read the school and course catalogs. These will list every program and course offered. They also list the requirements for each program and degree.

Join special interest clubs. You will meet people with interests similar to yours. Ask these people about their program. Are they satisfied with their choice? What do they want to do when they finish their degree?

Make a list of jobs that interest you. Try informational interviews or job shadowing with people who work at these jobs. Are they satisfied with their decision? What training did they need? Are people still needed in this field?

Once you narrow your choices, **consider getting a part-time or summer job** in one of these areas. Give yourself a chance to see what these jobs are really like. Does it still interest you? No? Try a part-time or summer job in another area. Volunteer in a field you are interested in.

What if I get bad grades? If you are having problems with a class, **talk with your instructor** right away. You probably can get help during the instructor's office hours. You may need to get a tutor. Check to see if the school has an academic support service which offers free help. If not, consider hiring a tutor.

You can improve your study habits. Talk to your advisor. Find out if your school offers classes or has a resource center to help you improve your skills.

Don't panic if your first semester grades are lower than the grades you received in high school. Your first semester is a time of adjustment. The important thing is to bounce back next semester. How can you do better? Think about your study habits. College courses require a lot of time and concentration.

If you get such low grades that the school places you on probation, **meet with your advisor** immediately! It may be wise to take fewer courses the next semester.

People don't know what you don't tell them. Your advisor and instructors can't read minds. They can't help you unless they know that you want help. Make sure you talk with them often.

Take advantage of the many resources available at your school. Make use of your advisor's knowledge. Talk to your instructors. Join clubs. Meet new people. Help yourself survive and succeed at postsecondary education.

Need more help? See...
- Values, Interests, and Abilities, page 5.
- Interest Tests and Talent Inventories, page 7.
- Interest and Talent Inventory, page 7.
- Getting Information, page 8.
- Visiting a Job Site, page 23.

WHICH WAY DO I GO?

Which way do I go, which way do I go, which way do I go?

Ever feel like that? Making decisions can be very difficult. Especially if everyone around you seems to know exactly where they are going, what they are doing, and how they are going to make it all happen, and you don't. It is especially difficult when you feel that your decisions will determine the rest of your life. Work full-time? Go to school? Live at home? Move into an apartment? Stay in the same town? Move to Alaska? Work as a welder? A librarian? These decisions can seem overwhelming if you think you have to make them right now, all at the same time.

That is not how it works. Life is a series of decisions. You don't have to make all your decisions at the same time. You might go through this PLANNER, do all of the exercises in the workbook, talk to people, read books, and **still** not know what you want to do with your life. **That's okay.** You don't have to make all of your life's decisions right **now**. Think about some of the questions we've asked in this PLANNER, and how you've answered them. If you aren't sure what you **do** want to do, do you know a little more about what you **do not** want to do? That's useful information, too. It means that you know yourself better. If you still don't know what you want, try to make decisions that will keep your options open while you decide. Don't make a decision that will be difficult to change later. Give yourself a chance to explore.

You don't have to decide the path of your entire life today. Life comes one day at a time. You can make your decisions one step at a time. Try out the possibilities, while you keep the options for your future open.

If you can't make a decision, it often means that you don't have enough information or experience to make a choice. So, the logical step is to seek the needed information and experience. Go for it!

MAKING CHOICES

You will be making choices about a lot of things in the next few years — schools, jobs, places to live. Some choices are difficult. Some are easy. For the difficult ones, it may help to go through the processes we discuss. Think about your goals, gather information, fill out applications, visit, and interview. You have a lot of information to sort through. It is worth making the effort to organize your impressions. You want to make a confident choice about what to do.

1) **Think** about your impressions. Did you feel comfortable in each place? Where did you feel the most comfortable?

2) **Talk** with someone you trust. If someone came with you on the visit, talk to them about your impressions. Talk with someone who knows you or the places you visited. They may have helpful insights about you or the places you are considering. It helps to know that you are not alone in making this decision. There are people who care and can help you.

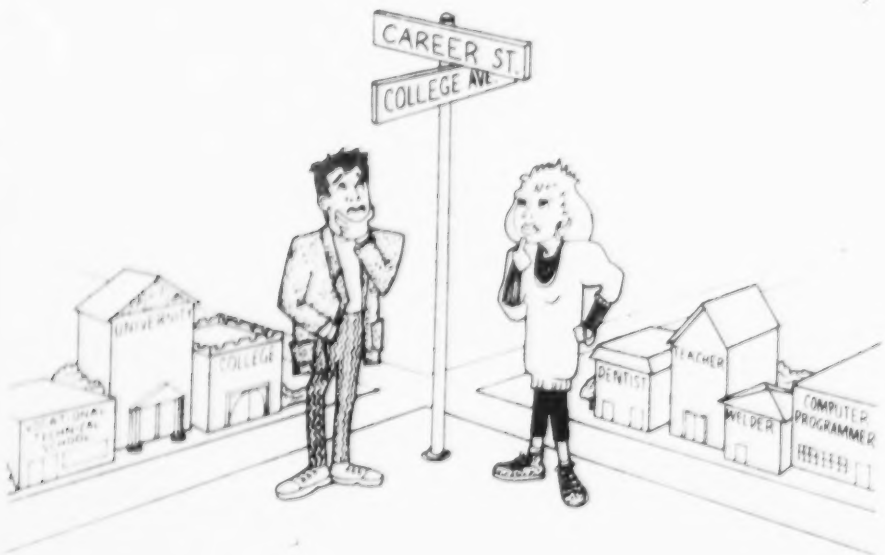
3) **Compare** your choices. Organize your impressions. It may help to complete the worksheets in the workbook.

4) **Think about it all again**. Consider your discussions and the results of the worksheets. Then **decide**.

Once you have decided where to go, **ACCEPT**! It may be all right for you to do this over the phone, or you may need to write a letter of acceptance.

There are no completely right or wrong answers in the process of building your future. You may decide later that you want to change a path you chose. Most decisions allow you to change your mind. In this respect, the future is always filled with possibilities.

For more help, see...
Pattern for Letter Accepting an Offer, page 30.



WHAT IF YOU CHANGE YOUR MIND AT THE LAST MINUTE?

You don't have much high school left. You don't plan to continue your education after high school. What happens if you change your mind? YOU ARE NOT ALONE! Many high school seniors change their minds about postsecondary schooling. It is a bit late, but many options are still open for you — college, vocational school, technical school.

What do you want to do?
What do you want to do? What do you want from your education? Talk with the people who know you best — family, friends, counselors, or teachers. You might talk with business people in the job or career that interests you. Find out what paths they took to prepare for their job or career.

Where do you want to go?
Have you decided what you want to do? What kind of school will help you reach your goals? Would an occupational school provide you with the training you need? Would a two-year or four-year college better suit your needs? Do you want to go to a big school with a lot of students? Would a smaller school be better for you? Are you fairly sure of what you want to study? Should you go to a school that will give you the chance to explore many options? These are all decisions that only you can make.

Put yourself in the best position.
If you can't go to the school of your choice NOW, it is not the end of the world. You could start at a school close to home where you improve your skills. Later, you can transfer to another school or campus.

Plan carefully.
Do you plan to get job training? Make sure you know what training you want. Make sure that the school you go to will provide the training you need. Do you think you will start at one school then transfer? Make sure you know what courses will transfer BEFORE you enroll in a school. Many occupational courses will not transfer to four-year schools. Some courses offered at regional campuses may not fulfill the requirements for specific degree programs at a school's main campus. Make sure you take courses that will transfer to other schools.

Financial Aid?
Although the deadline for applying may have passed, it might be worthwhile to apply anyway. Get applications, information and help from your guidance counselor. You can get additional help from the financial aid office of the school you want to attend. Don't delay!

High School Courses
What if you haven't taken all of the courses needed for postsecondary education? Don't panic. Check out summer school. Look into special classes offered at postsecondary schools. Strengthen your skills in reading, writing, and mathematics.

Admissions Tests?
Do you know the testing requirements and deadlines? What happens if the deadlines have already passed? Find out if admissions tests are required by the schools you are considering. Some schools allow students to enroll on a conditional basis before they take the tests. Check with the admissions office of every school that interests you.

Late bloomers have many opportunities. Don't let the timing of your decision stop you from reaching your goals. Start doing something about your decision NOW. It's never too late to bloom!

Need more help? See...
Getting Information, page 8.
Money Changes Everything, page 13.
Pattern for Letter Asking for Information About a Postsecondary Program, page 15.
College Admission Tests, page 17.
Educational Financial Aid, page 18.
Pattern for Letter Asking for Financial Aid Information, page 19.

WHEN IS IT TOO LATE?

How many times have you heard, "If you miss out on this one-time opportunity, the chance won't come again?" Indeed, there are occasions when opportunity presents itself only once; but these are few. Throughout our lives we will make decisions, some right, some wrong, and some that we'll probably never know for certain which they were. Rarely will we decide for all time, even though we may think we are doing so when we make the choice.

If we choose unwisely, we can be certain that there will be future chances to make better choices. There is risk in everything that we choose. There is risk in doing nothing. Intelligent decision-making is a matter of information and experience -- even negative experiences can guide us toward what is best for us.

Is it ever too late to realize a dream? Not if we start right where we are and take the next step. We hope that you'll keep dreaming...and stepping right up.

RESOURCES TO PLAN YOUR FUTURE

HOW TO USE THE COMPARATIVE CHARTS THAT FOLLOW

These charts can help you compare different schools or workplaces. To use them, you need to make some decisions. How important to you are certain aspects of the school or organization, such as size or location? This is called '**weighting**.' Decide how each school or workplace rates on each category.

1) Give each category, such as size or location, a **weight** between zero and five. Zero means that the category is not important to you at all and five means it is very important to you.

2) Decide how each school or workplace **rates** on each category. Again, use a scale of zero to five. Zero means that the category doesn't exist at the institution and five means it couldn't be better.

3) Multiply the weight by the rating of each category. For example, if the location of a school is very important to you, give it a weight of five. If a school is close to, but not quite where you really want to go to school, you might give it a rating of four. The weight times the rating (WxR) would be 5 x 4 = 20.

4) Add the "WxR" columns for each school or workplace. This will give you a number which tells you how each place compares on a scale of things which are important to you. The higher the total number, the closer it is to what you would call a perfect score.

The total does not tell you where you should go to school or work. It is a tool to help you organize your impressions of the places that interest you. Below is a mini-chart to help you see how this system works.

SAMPLE CHART

Names of Institutions		1) Place A		2) Place B	
	Weight	Rating	(WxR)	Rating	(WxR)
Size	5	4	5x4=20	3	5x3=15
Location	3	2	3x2=06	5	3x5=15
Environment	4	3	4x3=12	4	4x4=16
TOTAL			38		46

TOLL-FREE PHONE NUMBERS THAT YOU MAY FIND USEFUL

AIDS Hotline 1-800-342-AIDS

Child Help USA (Child Sexual Abuse) 1-800-422-4453

Consumer Complaints/Inquiries (Indiana).... 1-800-382-5516

Drug Abuse Prevention..... 1-800-444-9999

Federal Student Aid Information Center 1-800-333-INFO
(9:00 am - 5:30 pm Eastern Time, Monday-Friday)

Indiana College Placement and Assessment Center
(ICPAC)..... 1-800-992-2076

Internal Revenue Service — Federal..... 1-800-424-1040

Koala Centers (Alcohol and Drugs) 1-800-622-4711

National Health Information Clearinghouse . 1-800-336-4797

National Runaway Switchboard..... 1-800-231-6946

State Information Center (for state
government telephone numbers) 1-800-382-1563

YOUR CHART COMPARING IMPRESSIONS - EMPLOYERS

Names of Employers		1)		2)		3)		4)	
	Your Weight	Your Rating	(WxR)	Your Rating	(WxR)	Your Rating	(WxR)	Your Rating	(WxR)
Type of Organization (Private, Company, Public Agency, non-profit, government office)									
Location									
Size									
Benefits									
Salary									
General Environment									
Training Opportunities									
Room for Advancement									
Flexibility 1. Can you change jobs within the company 2. Flexible hours									
Would you think this job would really use your skills									
Would you enjoy working for this employer?									
Do you feel that this job would be a wothwhile way to spend your working time?									
Would you feel pride and accomplishment working at this job?									
Other_____									
Other_____									
Other_____									
TOTAL									

YOUR CHART COMPARING IMPRESSIONS - OCCUPATIONAL SCHOOLS

Names of Schools		1)		2)		3)		4)	
	Your Weight	Your Rating	(WxR)	Your Rating	(WxR)	Your Rating	(WxR)	Your Rating	(WxR)
Size									
Location									
Cost — Tuition, Fees, Books — Living Expenses									
Financial Aid Available									
Type (Private or Public)									
Characteristics (Religious Affiliation, Private or Public, Single Sex, etc.)									
Diversity of Student Body									
Reputation									
Quality of teaching (up-to-date methods and equipment)									
Placement Rate									
Library Facilities									
Housing									
Graduation Rate									
Food Plan									
Support Services — Career counseling — Job placement — Skills improvement									
Types of Programs Offered									
Campus Services — Cafeterias — Campus parking — Student clubs									
Other_____									
Other_____									
TOTAL									

YOUR CHART COMPARING IMPRESSIONS - COLLEGES

Names of Schools		1)		2)		3)		4)	
	Your Weight	Your Rating	(WxR)	Your Rating	(WxR)	Your Rating	(WxR)	Your Rating	(WxR)
Size									
Location									
Cost — Tuition, Fees, Books — Living Expenses									
Financial Aid Available									
Type (Private or Public)									
Special Characteristic (Religious Affiliation, Single Sex, etc.)									
Diversity of Student Body									
Academic Quality of Institution									
Academic Quality of your Major or Department									
Reputation									
Support Services									
General Environment									
Average Class Size									
Housing									
Food Plans									
Library Facilities									
Athletic/Recreation Facilities									
Extracurricular Activities									
Health Facilities									
Your Contacts at the School									
Other _____									
TOTAL									

GLOSSARY OF POSTSECONDARY TERMS

Academic Advisor: The person at a postsecondary school who helps students decide what classes to take, what major to pursue, etc. An advisor is similar to a high school guidance counselor.

Academic Standards: Postsecondary schools have certain standards that students must maintain, such as Grade Point Average, in order to remain in good standing with the school.

Academic Year: The school year. See **CALENDAR**.

Accredited: Postsecondary schools that meet formal requirements in academic programs, facilities, etc. are certified by certain state, regional, or national accrediting agencies. Usually, schools must be accredited for their students to receive financial aid.

Achievement Tests: Standardized tests given by the College Entrance Examination Board in specific high school subjects. Postsecondary schools look at test scores when making decisions about admission, course placement, and exemption. These tests are NOT required by most schools for admission.

ACT: A standardized admission test. See **AMERICAN COLLEGE TESTING PROGRAM**.

Admission Requirements: Students wanting to attend a specific postsecondary school must meet a series of requirements (high school Grade Point Average, standardized test scores, high school courses, etc.) to be considered for admission at the school.

Advanced Credit: Some schools offer tests for advanced credit. Students who receive a high score can earn credit in specific subject areas.

Advanced Placement: Tests given either by a postsecondary school, or with the SAT. Students who get high scores on advanced placement tests can be placed in upper-level college courses. See **SAT**.

Advanced Registration: A period of time set by most postsecondary schools during which students can register early for classes. See **REGISTRATION**.

Alumni: People who have graduated from a school.

American College Testing (ACT) Program: A producer of standardized admissions tests. See **STANDARDIZED ADMISSIONS TESTS, ACT**.

Application Fee: A non-refundable charge for processing a student's application. In some cases, this fee is waived if a student demonstrates financial need.

Assistant Instructor (AI): A graduate student who helps a professor. An AI may teach introductory classes, grade papers, or lead discussion sessions.

Associate's Degree: The degree granted by postsecondary schools after students have satisfactorily completed a two-year, full-time program of study, or its part-time equivalent.

Baccalaureate or Bachelor's Degree: The degree granted by a postsecondary school after students have satisfactorily completed a four or five year, full-time program of study, or its part-time equivalent.

Board of Trustees: The policy-making and governing body of a postsecondary school. Members may be appointed or elected.

Bulletin: A smaller version of a college catalog. It describes aspects of a particular postsecondary school.

Bursar: The person in charge of money at a postsecondary school. Students may pay the bursar their tuition, room and board, and other school fees.

Calendar: How an school divides the school year for classes and grading. Calendars usually run from August to May. School years are usually divided into quarters, semesters, or trimesters.

Campus: The grounds of a school, with all the class buildings, residence halls, and other buildings.

Carl Perkins NDSL: See **NATIONAL DIRECT STUDENT LOAN**.

Catalog: A booklet about a particular school. It contains general information about classes, faculty, tuition and other costs, and admission and degree requirements. You can get catalogs from a school's admissions office.

Certificate of Completion: These certificates are usually granted by occupational schools after the completion of a course of study.

Civic Group: An organization in the community. These groups usually want to improve life in the community.

Chancellor: The Chief Executive Officer of an individual campus.

Coeducational: A school which both men and women attend, or a residence hall where both men and women live.

College: A school offering studies that lead to an academic degree. A college can be an independent school or part of a larger university system.

College Scholarship Service: This service processes students' Financial Aid Forms (FAF) and handles other aspects of financial aid. See **FINANCIAL AID FORM**.

College Work-Study Program: A form of financial aid in which students earn money by working for their postsecondary school. Apply for work-study help by filling out the FAF. See **FINANCIAL AID FORM**.

Commencement: Graduation ceremonies at which students receive their diplomas in person.

Community College: See **JUNIOR COLLEGE**.

Commuter Student: A student who lives at home, or somewhere off campus, and travels to campus.

Competitive Admission Policy: An admission policy where a school only admits students who meet certain requirements.

Conditional Admission: A postsecondary school may admit students who have not met all the admission requirements. To remain, these students must fulfill specified requirements before or during their enrollment.

Consortium: An arrangement between postsecondary schools that enables students who attend one postsecondary school to go to class and use resources at another school.

Cooperative Education (Co-op education): A program in which a student combines employment and study.

Core Classes: Basic classes which all students of a major program are required to take.

Co-requisite: A class that must be taken with a related course during the same semester or quarter.

Correspondence Course: A class where students receive lessons in the mail. They send the completed assignments to instructors.

Course: Another name for 'class'.

Course Evaluation: A survey that is usually given at the end of a semester. Students tell what they thought of the instructor and the course.

Course Number: Numbers assigned to courses to show the level of their difficulty. For example, 100 level courses are less difficult than 200 level courses.

Credit: How postsecondary schools measure students' progress toward a degree. For a semester, three hours of credit for one class is common.

Curriculum: All the courses available to students in a particular program of study.

Dean: The highest officer of a division, college, school or faculty at a postsecondary school. For example, Dean of Students.

Declare a Major: Officially tell the postsecondary school your area of interest.

Deferred Admission: A school may accept a student, then let the student put off coming to the school for one year.

Deficiency Points: These indicate unsatisfactory classwork. Students with deficiency points can be put on academic probation or dismissed from school.

Degree: After finishing a program of study at a postsecondary school, students receive an academic title. For example, a Bachelor of Arts degree from XYZ University.

Department: A specific area of study in a larger college or school. For example, Secondary Education is a department in the School of Education.

Diploma: An official piece of paper given by postsecondary schools to students when they complete a specific course of study.

Discipline: A field of study. See **MAJOR**.

Discussion Section (or Session): Some classes have two types of meetings. One is when the professor lectures. The other is when a small group of students meets to talk about the material covered in the lecture.

Dismissal: Being expelled. Students can be dismissed for poor grades and/or for breaking school rules.

Distributive Requirements: See **GENERAL EDUCATION REQUIREMENTS**.

Dorm: Dormitory. See **RESIDENCE HALL**.

Double Major: Meet requirements for two majors. See **MAJOR**.

Dual Enrollment: Some postsecondary schools enroll high achieving high school students in college courses. These courses may fulfill both high school and college graduation requirements. Students need the permission of their high school principal or guidance counselor as well as admission to a postsecondary school.

Early Admission: Students can take the necessary standardized tests and apply early in their senior year for admission to some colleges/universities.

Emeritus Faculty: Honored faculty members who retired from teaching but kept the title of 'professor'.

Enroll: To officially select classes. See **REGISTRATION**.

Exemption: Students who pass proficiency tests may not have to take certain classes.

Extra-curricular Activities: Programs or activities that occur outside the classroom.

FAF: See **FINANCIAL AID FORM**.

Faculty: The professors and instructors who teach at postsecondary schools.

Fee Waiver: A written statement that says that the student does not have to pay a certain fee. Some scholarships give fee waivers for tuition.

Finals Week: The time at the end of the semester when classes do not meet and tests are given.

Financial Aid: Federal, state, institutional, and private programs which help students pay for postsecondary education costs. Financial aid can be in the form of loans, grants, scholarships, or work-study programs.

Financial Aid Counselor: A person at a postsecondary school who helps students and parents fill out financial aid forms and get loans, grants, scholarships, and work-study money.

Financial Aid Form (FAF): Students must complete this form to apply for most financial aid programs. The FAF must be completed and mailed to the College Scholarship Service between January 1 and March 1 of the year before the student plans to attend a postsecondary school.

Four-Year College: A school offering Bachelor's Degree programs, which are normally completed in four years.

Fraternity: A group of people associated by a common interest. Academic or business fraternities may be coeducational. Fraternities for social purposes are for men only. They are often named by Greek letters.

Full-time Student: A student who carries a certain number of credits or hours is considered 'full-time' by a postsecondary school. The number of credits considered to be a full-time load can vary from school to school.

4-1-4 or 4-4-1: A calendar used by some postsecondary schools. It is two regular semesters of about four months, with one short, month-long semester between them or following them.

General Educational Development Tests (GED Tests): Tests which measure the knowledge and skills usually learned in high school. A person who passes the GED Tests has the equivalent of a high school diploma.

General Education Requirements: Many postsecondary schools require that students take a variety of classes in different academic areas.

Gift Aid: Financial aid which does not have to be paid back. Grants and scholarships are gift aid.

GPA: See **GRADE POINT AVERAGE**.

Grade Point Average (GPA): A system for evaluating the overall scholastic performance of students. A student's GPA is found by dividing the sum of grade points by the number of course work credits or hours. Grade points are found by multiplying the number of hours for a course by the student's grade in that course. Grades are often measured on a four-point scale in which four equals '**A**', three equals '**B**', etc.

Graduate: A person who officially finishes a course or receives a degree.

Graduate student: A student who has received a Bachelor's degree and is working on an advanced degree such as a Master's or Doctoral degree.

Grant: A form of financial aid award based on student need. Grants do not have to be paid back.

Greek Houses: Social organizations (usually fraternities and sororities) named by Greek letters which students can join. These organizations often engage in social and charity events. Members of greek organizations frequently live together in a 'Greek House'. See **RUSH, FRATERNITY, SORORITY**.

Guaranteed Student Loan (GSL): See **STAFFORD LOAN**.

Higher Education: See **POSTSECONDARY EDUCATION**.

Housing: Living arrangements for students at postsecondary schools.

Identification Card (ID Card): Card issued to identify students. IDs are often required for registration, borrowing library books, or admission into school-sponsored activities.

Independent Study: Studying a subject for credit but not in an organized class. This can involve lessons mailed back and forth, or meetings between the student and instructor. See **CORRESPONDENCE COURSE**.

Individualized Major: See **STUDENT-DESIGNED MAJOR**.

Informational Interview: An interview to find out about a job, career, company, such as the training needed for, and responsibilities of a certain job.

Institution: Another name for school, college, or university.

Instructor: A non-tenured teacher at a postsecondary school. See **TENURE**.

Intercollegiate Sports: Athletic competition that takes place between different postsecondary schools.

Interdisciplinary: Programs or courses that make use of knowledge from two or more academic areas, such as psychology and anatomy.

Internship: Class credit given to students who work at jobs on or off campus. The jobs give them practical experience in their major.

Intramural Sports: Athletic activities among and between the members of a school's student body.

Job Shadowing: Time spent (a few hours or a day) with someone who is at work. This time helps you understand what people do in that job.

Junior College: A school that offers programs (usually two-year or shorter) that prepare students for immediate entry into the job market, or for transfer to a four-year school.

Language House: A student residence where a foreign language is spoken most of the time. Students who want to learn German very well might live in a 'German house'.

Liberal Arts: A school or course of study where the focus is on developing students' general knowledge and reasoning ability instead of preparing for a specific career. It is a well-rounded, general education.

Major: An academic subject area such as anthropology, economics, or geology in which students take many classes. It is an area of interest about which students choose to learn a great deal and in which they earn a degree.

Matriculate: To enroll in a postsecondary school.

Mentor: A mature person who gives advice and help to a younger person.

Minor: An area of interest studied at the same time as a major. It is rarely in the same department as a major, and requires fewer classes than a major.

National Achievement Scholarship Program for Outstanding Negro Students: A scholarship program for African-Americans only, similar to the National Merit Scholarships and based on Junior year PSAT scores.

National Direct Student Loan (Carl E. Perkins NDSL): Financial aid for students who show financial need. It is a low interest loan which must be paid back after a student leaves school.

National Merit Scholarships: These competitive scholarships are limited in number, and are contributed by corporations and schools. The winners are determined by the scores gained by students on the PSATs taken during their Junior year of high school.

Occupational Training: Education and training to prepare the student for a particular occupation. Such training is offered by vocational, technical, proprietary, trade, and business schools.

Office Hours: Hours regularly set aside by an instructor to meet with students.

Ombudsperson: A person who acts on behalf of students and others in the school community who have difficulties with the school.

Open Admission Policy: An admission policy where anyone with a high school diploma or its equivalent can take postsecondary classes.

Orientation: Programs to help new students and their parents get to know a school. Orientation usually is before or at the beginning of the school year.

Part-time Student: A student who is enrolled in a certain number of course credits or hours which are less than full-time. Usually, this is less than twelve credits or hours.

Pell Grant: A federal financial aid program for postsecondary students. This is gift aid and does not have to be paid back.

Phi Beta Kappa: A national honor society recognizing excellence in academics.

Philanthropy: An organization that donates time and money. A philanthropic organization may donate money or service to other organizations and individuals.

PLUS/SLS (Parent Loans for Undergraduate Students/ Supplemental Loans for Students): Financial aid gotten through a bank or other lending school to help pay for postsecondary education. These loans must be paid back with interest.

Postsecondary Education: Education obtained after high school at a college or a university, or at a vocational, technical, proprietary, trade or business school.

Pre-ACT (P-ACT+): Students take this test to prepare for the ACT. See **ACT**.

Pre-admission Summer Program: Programs where students take college classes the summer before their freshman year. These classes are skill building and regular college classes. Not all schools have such programs.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT): Students take this test to prepare for the SAT. This test is also used to determine eligibility for the National Merit Scholarship. The test is designed to measure verbal and mathematical skills. See **SCHOLASTIC APTITUDE TEST**.

Preprograms: Course sequences for undergraduate students to prepare them for graduate work in the same area. Examples—pre-law and pre-medicine.

Prerequisite: Beginning level class that prepares students for a more difficult class.

Private School: A postsecondary school which is not supported by a state. Some private schools have a religious affiliation or are a single sex school.

Probation: Status given to students whose GPA has fallen below a certain minimum level. This can vary from school to school.

Professor: A teacher at a postsecondary school. See **TENURE**.

Program: Set of required courses for a degree in a major area of study.

Proprietary Schools: Schools that are run as profit-making institutions. These schools provide students with practical training in specific fields.

Prospectus: A booklet containing general information about a postsecondary school.

Public School: A postsecondary school that receives money from the state to pay part of the cost of operation.

Quad: A group of residence halls and/or academic buildings.

Quarter: A calendar used by some postsecondary schools. The quarter school year is broken down into four distinct periods, each lasting about seven to ten weeks.

Quiet Floor: A part of a dormitory where students who want quiet in their halls and rooms may choose to live.

Reading Days: After instruction for a semester ends and before finals begin, some schools offer 'reading days'. During these days students prepare for their final exams.

Registrar: The person in a postsecondary school who keeps track of classes and academic records. The registrar records student enrollment in classes and keeps track of which classes are filled.

Registration: Officially enrolling in classes for the upcoming grading period.

Religious Affiliation: Some private postsecondary schools are associated with religious organizations. For example, the religious affiliation of the University of Notre Dame is with the Roman Catholic Church.

Remedial course: A course that teaches students skills that are needed to succeed in postsecondary courses. Many students learn these skills in high school. For example, Basic Math or English.

Requirements: A set of conditions that must be met in order to do something, such as be accepted to a postsecondary school, complete a degree, etc.

Residence Hall (Dormitory): A building on campus where students live. Residence halls provide dining and food service along with social and educational activities. Some schools require that all students live in residence halls for a certain amount of time.

Residency Requirements: Most schools require that students spend a certain amount of time on campus taking classes. This term can also mean the minimum amount of time a student must live in the state to pay in-state tuition, which is lower than the fee paid by out-of-state students.

Resident Assistant (RA): An experienced, trained student who lives on a dormitory floor and coordinates social and educational programs for the hall. Resident Assistants can be useful resource people for hall members.

Rolling Admission: Postsecondary schools with this admission practice decide whether or not to admit students as soon as they receive all the required material from the student.

Room & Board: The cost of living in residence halls or other campus housing and receiving meals from the housing food service.

Rush: A period of time when students may participate in parties and other activities in order to get to know the members of Greek organizations on campus. Greek organizations hold rush so they can attract new members. Rush ends when the Greek organizations have offered memberships to enough new members for the year. See **GREEK ORGANIZATIONS**.

SAT: See **SCHOLASTIC APTITUDE TEST.**

Satisfactory Academic Progress: Students must complete courses according to the standards of the school. A student usually must demonstrate satisfactory academic progress to receive financial aid.

Scholarship: Financial aid awarded for academic and other achievements (music, athletics, etc.). Scholarships do not have to be paid back.

Scholastic Aptitude Test (SAT): A standardized admission test published by the College Entrance Examination Board (CEEB). See **STANDARDIZED ADMISSIONS TESTS**.

Semester: A calendar system used by some postsecondary schools. With this system, classes and grade reports are divided into two periods, each lasting about 15 weeks.

Sorority: A women's social organization often identified by Greek letters.

Stafford Loan: Student financial aid gotten through a bank or other lending institution. A student must be enrolled in a degree program at least part-time to receive a Stafford Loan. These must be paid back with interest after a student leaves school. Used to be called Guaranteed Student Loan.

Standardized Admissions Tests (SAT, ACT, etc.): Students take these tests to apply to most four-year postsecondary schools. The test is designed to measure verbal and mathematical skills in certain areas, such as Math and English. This test is used to predict achievement in postsecondary school. It is often used by schools to help decide whether to admit a student.

Student Activities: See **EXTRA-CURRICULAR ACTIVITIES**.

Student Body: All the students who attend a particular postsecondary school.

Student Center or Student Union: A building on campus designed for a variety of recreational uses by students. The campus bookstore, student organization offices, dining facilities, administrative offices, game rooms, etc. may be located in the student center or student union.

Student-designed Major: At some schools, students can plan an individualized major. Such programs of study must be approved by the appropriate school administrators.

Study Abroad: Programs where students can go to school for a period of time in another country while making regular progress towards their degree.

Subject Area Tests: Standardized tests given by the American College Testing Program in specific high school subjects. Postsecondary schools look at test scores when making decisions about admission, course placement, and exemption. Many schools do not require these tests for admission.

Supplemental Educational Opportunity Grant (SEOG): Federal grant for students with exceptional financial need. Students who receive Pell Grants are considered first for the SEOGs. Apply by filling out an FAF.

Support Services: Services provided by most postsecondary schools to help students. Such areas include academics (tutoring, etc.) and special student needs (disabled student services, etc.).

Support Staff: Employees of a postsecondary school who are not faculty or administrators. They may be counselors, clerical workers, librarians, etc.

Teaching Assistant: See **ASSISTANT INSTRUCTOR**.

Tenure: Status granted after a period to professors at postsecondary schools. Tenure guarantees long-term employment there.

Terminal Program: Programs intended to provide all the preparation a person needs for a particular field or career.

Transcript: The official record of a student's educational progress. Includes listings of classes, grades, major area, and degrees earned.

Transfer Student: A student who changes from one postsecondary school to another. Grades and credits from the first school are counted at the second. Schools may not accept ALL the credits earned at another school.

Transfer Program: Postsecondary program that prepares students to complete the degree at another school. Often 2-year schools have transfer programs to prepare students for 4-year schools.

Trimester: A calendar system used by some postsecondary schools. This system is made up of 3 periods, each lasting about 10 weeks.

Tuition: The cost of classes or credits at a postsecondary school.

Tutor: Person with experience in a subject. Tutors can help students who have problems learning that subject. Some schools provide free tutors. At other schools, students pay for tutors.

Two-Year College: A school with programs leading to an Associate's degree.

Unconditional Admission: Students who meet all the admission standards of a school are given this status.

Undergraduate: Student working toward a bachelor's degree.

University: A postsecondary institution which has several colleges or schools, grants graduate degrees, and may have research facilities.

Upperclassperson: Student who is a junior or senior, but who has not yet received an undergraduate degree.

Vacation: Time during the school year when there are no classes or exams.

Vocational/Technical: A school where students get 'hands on' training in a specific career area. These schools usually offer two-year and shorter programs.

Waiting List: A list of those students who will be admitted to a postsecondary school only if other, better qualified students accept admission at another school. Students placed on a waiting list are usually notified if they are admitted sometime between mid-May and mid-June.

Waiver: See **FEE WAIVER**.

MORE RESOURCES FOR YOUR FUTURE

RESOURCES FROM ICPAC

ICPAC has produced and gathered materials on a variety of topics that relate to education and career planning. For a FREE copy of any of the following materials, call the ICPAC Hotline at **1-800-992-2076**.

PUBLICATIONS FROM ICPAC

What Families Pay for College (89- 1)
Info on family contribution toward postsecondary costs.
College Admissions Tests: What are they... (89- 2)
Purpose and types of admissions tests.
The Future, Education, and Job Outlook (89- 3)
Job market advantages of postsecondary education.
What if You are a Late Bloomer? (89- 4)
What if you decide late that you want more education?
Two Years of School or College: Two Paths (89- 5)
Options within two-year programs.
I Didn't Get In ...Your 1st-Choice Says No. (89- 6)
Options for those not accepted at the school they want.
Minorities and the Jobs of the Future... (89- 7)
Minority students & postsecondary education.
Choosing a College (89- 8)
Steps to choosing a college that is well-suited to you.
Differences between 2-yr and 4-yr Schools (89- 9)
Differences between 2-year and 4-year institutions.
Math — Gateway to the Future (89-10)
Why a solid Math background is vital to most students.
Academic Honors Diploma (89-11)
Information on the Academic Honors Diploma.
Indiana Labor & Employment Statistics (89-13)
Four-Year Colleges/Universities in Indiana (HL-1)
Two-Year Colleges in Indiana (HL-2)
2-Yr Programs at 2-Yr & 4-Yr IN Schools (HL-3)
IN Proprietary, Trade and Tech Schools (HL-4)
Predominantly Black Colleges & Univ. in US (HL-5)
List of Mostly Native Am. Indian Colleges (HL-6)
Colleges & Univs — Many Minority Students (HL-7)
IN's Fast Growing Occupations: Hot Jobs (HL-9)
College Major Lists — Majors at Indiana Schools.
How to Choose a College: Students with Disabilities
Getting the Right Job (Pamphlet)
Choosing the Right Major (Pamphlet)
What Does it Take to get into Indiana Colleges?

FINANCIAL AID RESOURCES FROM ICPAC

Financial Aid Facts (89-12)
Fin. aid options, methods, & sources of information.
Financial Aid Information: Publications List (HL-8)
The Student Guide (Guide to Federal Fin. Aid Prog's)
Dollars for College (article)
Could Your Child Use an Extra Million Dollars?
Financial Aid Resources for Women (pamphlet)
Scholarship & Fin. Aid Resources (Minority students)
Fin. Aid Resources for Students with Disabilities
State Scholarship Programs (brochure)

OTHER RESOURCES

There are many books which can help you learn about college and career choices. Some of the books that students seem to find most useful are published by Peterson's, Lovejoy, and the College Entrance Examination Board. Some of these books have titles like:

- The College Cost Book
- The College Handbook
- Colleges with Programs for Learning Disabled Students
- Guide to Colleges in the Midwest
- Index of Majors

Do you need special services? Call or write schools that interest you and find out what services they offer. The following guides may help you make decisions about postsecondary schools. Local libraries may have these guides. If you want to buy a copy, order from the publishers. Publishers know the **current price and whether guides are available. Prices and dates of publications change.**

Peterson's Guide to Colleges with Programs for Learning-Disabled Students, Second Edition
Peterson's
P. O. Box 2123
Princeton, N. J. 08543
1 - 800 - 338 - 3282

How to Choose a College: Guide for the Student with a Disability
HEATH Resource Center
One DuPont Circle
Suite 670
Washington, D. C. 20036 - 1193
1 - 800 - 544 - 3284

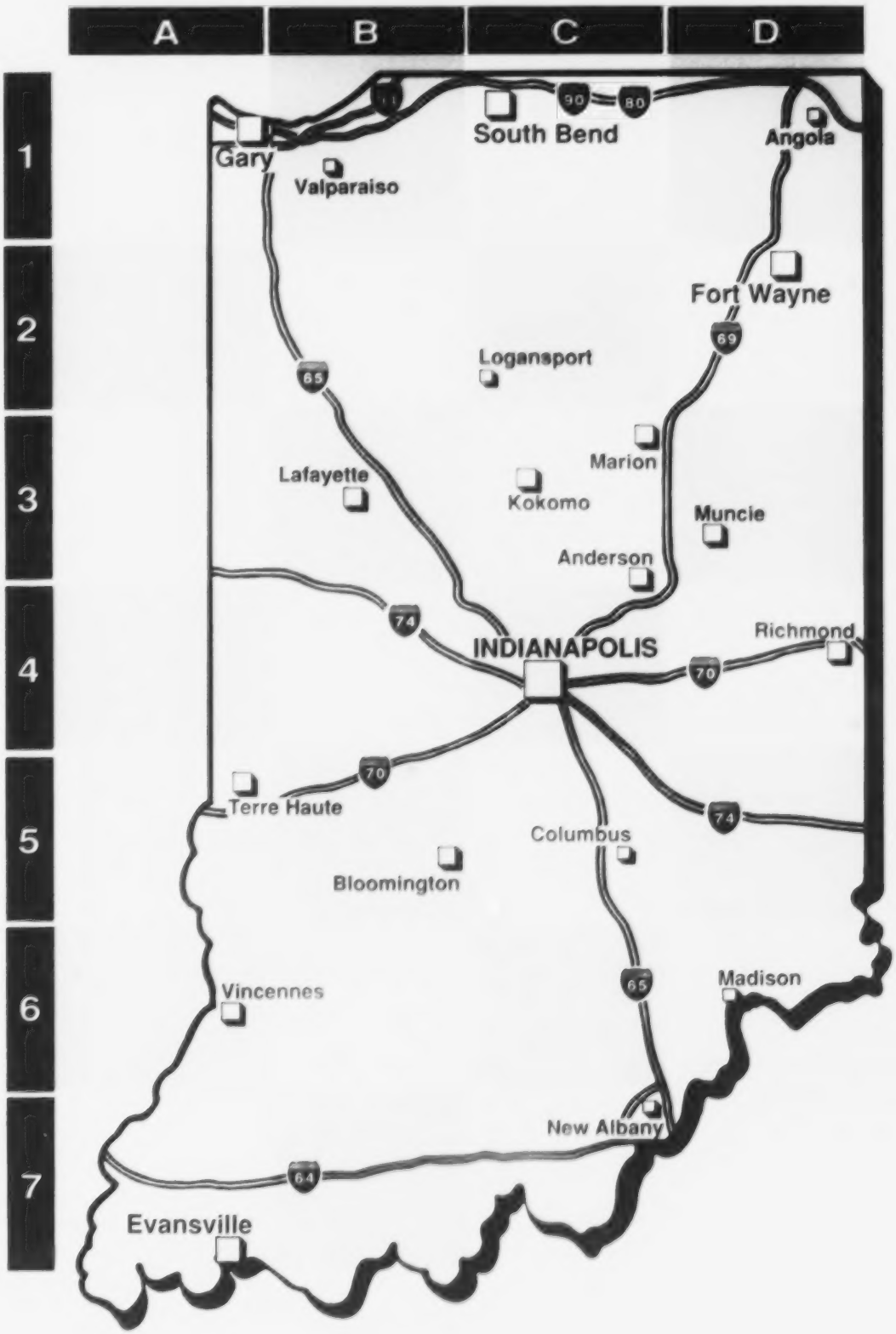
Directory of College Facilities and Services for the Handicapped
Oryx Press
2214 North Central Encanto
Phoenix, AZ 85005
1 - 800 - 457 - 6799

Colleges/Universities that Accept Students with Learning Disabilities
Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234
1 - 412 - 341 - 1515

Do you want more advice about useful resources? Ask your guidance counselor or librarian, or

Call ICPAC, toll-free, at **1-800-992-2076.**
It's a phone call to the future!

In Indiana, All Roads Lead to Education



END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 21,1991